

**SHUTTLEWORTH** 

COLLEGE

NEWSLETTER

HEADTEACHER MESSAGE

Dear Families,

I hope this newsletter finds you well. We are well into the spring term and some excellent work has been taking place across school. It has been lovely to see all of the wonderful work in the science faculty highlighted in this edition; well done to students and staff!

It was a wonderful end to the Christmas term with rewards assemblies and musical performances. I thoroughly enjoyed listening to our GCSE students' original compositions.

We were thrilled to host Vincent Kompany and discuss students' mental health and challenges this half term - you may have seen footage on Sky Sports! Please do take note of the support offered in school.

R. England




SUCCEED
TOGETHER

OUR COMMUNITY HERO - BECCA WILKINS



Our year 11 student Becca has been showing our Community Values by raising money for Pets at Home and helping serve breakfast at St. Matthews Church on Christmas Eve. Well done Becca!



GCSE MUSIC WINTER PERFORMANCE

On the 15th December, our GCSE music students gave us an hour of amazing performances to bring the term to a close. We had two guitarists C.W. and Dylan Scott, who performed Evanescence and The Beatles. Dylan also showcased his original electric guitar composition, which he is working on as part of his GCSE. Rhyanne Derbyshire and Cadence Plumb wowed us with their singing, with two emotional songs by Dylan Conrique and Adele.



Blossom McGuirke, Jolie Forrest and Chloe Morris played piano, delighting the audience with a range of music, plus some of their own original pieces. Alfie Lingard did a brilliant performance of Sweet Child O Mine on the drums. Jubril Lawal finished the concert with a bang with his drum cover of Call Me Maybe. The whole music department was really proud of the resilience our students showed when faced with the daunting task of live performance. Thank you to all involved for an inspiring night.



VINCENT KOMPANY VISITS SHUTTLEWORTH

On 16th January, part of EFL Week of Action, we welcomed Vincent Kompany, Burnley FC Manager, who came to talk to some of our students about mental health and the issues facing young people on a daily basis. The provision is run by BFC in the Community and overseen by Miss Gregg here in school.



“ We're a very local team. We could be globally known, but it doesn't matter. Our impact in the community is huge - it needs to be respected & cherished. ”



Our main method of communication is the Shuttleworth College App. All general correspondence regarding your child's school life will be communicated through the App. It's also the easiest way to report your child's absence from school. Please email admin@shuttleworth.lancs.sch.uk if you require an enrolment code or any further information.

THE SHUTTLEWORTH APP

Available to
Download Now

ANDROID APP ON
Google play

Download on the
App Store

The new
SHUTTLEWORTH COLLEGE
App

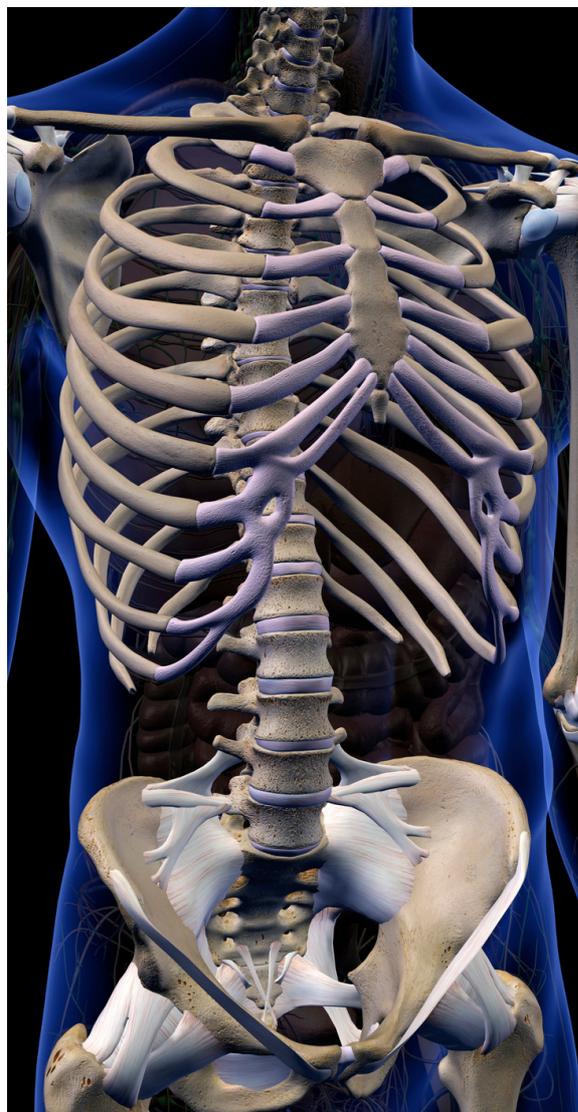
FACULTY FOCUS



S C I E N C E

Year 7 have been learning about a variety of topics across biology, chemistry and physics, building on the fundamental knowledge they had learned in the first half term. Students have covered (or are in the process of covering) forces and how they can cause motion in objects; movement, including learning all about the skeletal system and its functions; and the particle model – solids, liquids, gases and the changes of state.

They have also been showing us how they are developing their practical skills, and many have been attending science club on Mondays after school (see more information below).



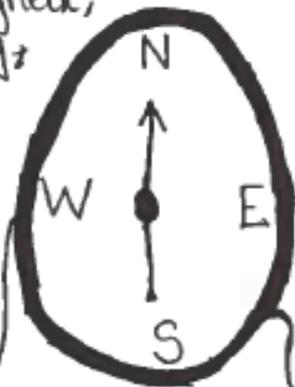
Complete your task here

Magnetic materials - Nickel, Steel, Cobalt, Iron - made of of only 1 atom

A magnetic material is a substance which is magnetic, but can be added to other substance to make them magnet (E.g. Iron, is added to steel)

A permanent magnet is a magnetic substance which is already magnetic. And cannot be added to anything to make another substance is magnetic. (always a magnet)

A mixture of metals (called an alloy) - magnetic, heavy - one is called steel from (resembling why it magnetic)



you can determine the different poles using a compass

Permanent magnetic

Iron (magnetic)

They will attract. using a non-magnetic material will Repel!

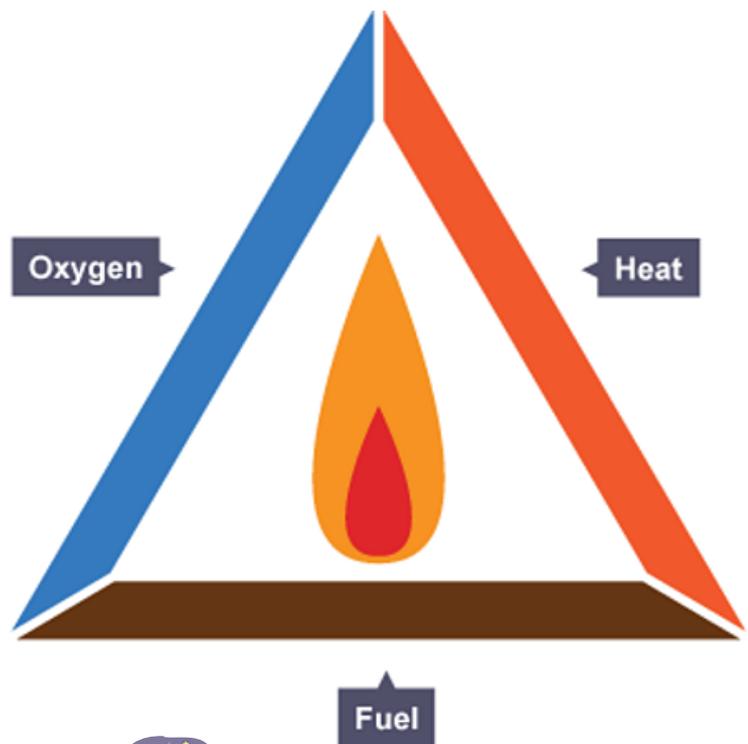
Mahren is Correct!



Year 8 have been learning about metals and non-metals, their properties and their chemical reactions with substances such as acids; breathing and the respiratory system; and magnetism, including electromagnetism. Year 8 students have also been attending science club!



Year 9 have been learning about different types of reactions including combustion, endothermic and exothermic reactions; inheritance and variation, looking at how we are all different and why; and energy, its stores, sources and uses. Year 9 will soon be choosing their options and deciding whether to study combined science or separate sciences at GCSE. More information on this will be given to students and parents in the coming weeks.



PRACTICAL: Rate of reaction and surface area

When ^{marble chips} calcium carbonate reacts with hydrochloric acid, calcium chloride and carbon dioxide are produced.

You will investigate the reaction of marble chips (small and large) with hydrochloric acid.

Identify the equipment you will need to carry out this investigation.



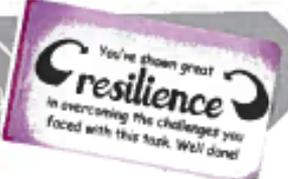
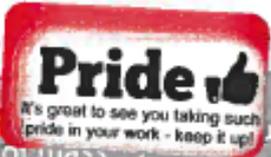
Equipment

Conical flask
Small and large marble chips
Hydrochloric acid
Measuring beaker &
Lime water.
Bung

The same mass of marble chips, same volume of hydrochloric acid

Small because the bigger ones didn't dissolve. This is because smaller marble chips have a larger surface area. There are more successful collisions so a faster rate of reaction.





Complete your task here.

Fire Triangle



The Fire triangle shows the different components needed for fire

Combustion is a chemical reaction because it produces new products.

- Complete combustion - all fuel burnt
More energy
- Incomplete combustion - some fuel left
less energy

Fuel + Oxygen → carbon dioxide + water



With less oxygen:

⇒ carbon monoxide + water
(Toxic can kill)
- gets stuck to red-blood cells - ✓



Blue Flame
- more oxygen -

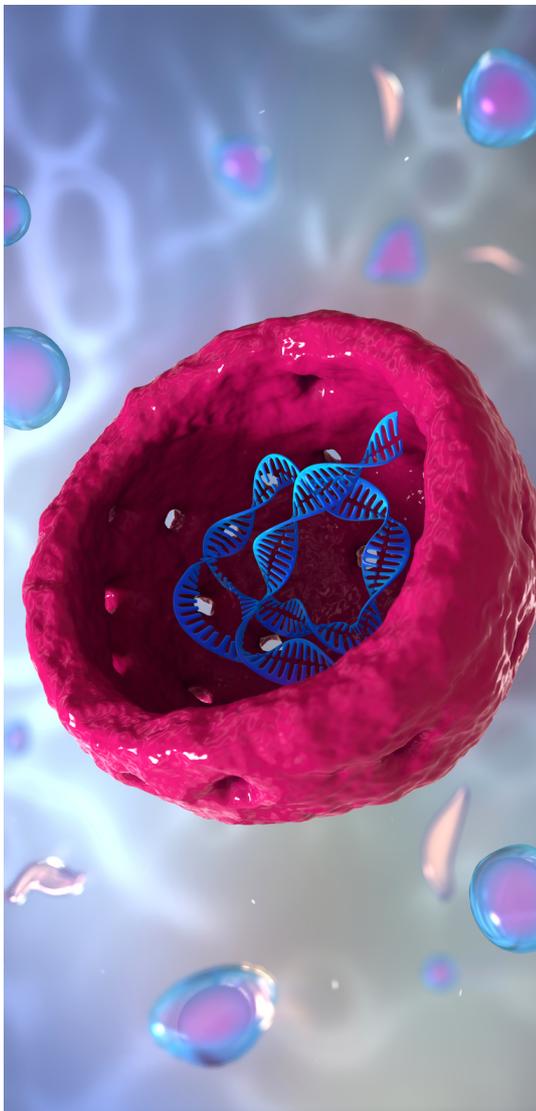


Orange flame
- less oxygen -

Which flame produces most heat energy?

Blue flame because it has more oxygen to power it.





Year 10 have now been studying their GCSE science courses for over 4 months, and have been making strides in both content and development of practical skills. In biology, students have been covering cells, infection and the body's response; in chemistry they have been learning about the structure of the atom and the structure and properties of different elements in the periodic table; and in physics students have been learning about energy and electricity. We have also been focusing on metacognition strategies and techniques, especially when giving feedback on end of unit assessments and students are getting more used to these being used in class.

Year 11 have just completed their first set of mock exams and many achieved some fantastic results. In class, students will be focusing on completing the course over the next few months and preparing for their second set of mocks at the end of February, assessing units not covered in the December mocks.





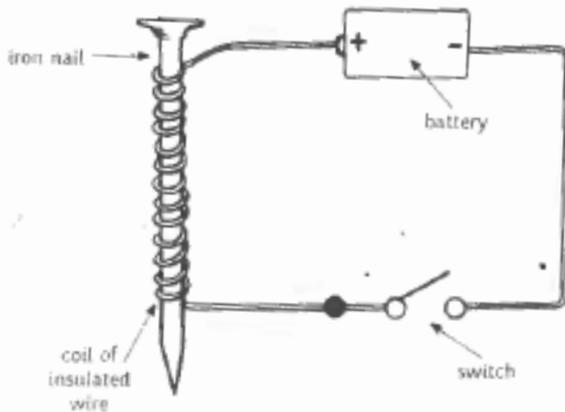
Magnetic fields

Investigating magnetism

Electromagnetism

Uses of electromagnets

PRACTICAL: Changing the number of coils.



Watch your teacher demonstrate how to make an electromagnet and answer the following questions about the specific scientific enquiry.

Remember: it is important to know **WHAT** we are finding out and **WHY** we are doing each step.

What equipment do you need to use?

Iron nail, wire, crocodile clips, power pack, paperclips, cables.

What happened when the nail became an electromagnet? How did you know it had worked?

It picked up different amounts of paperclips.

How could you measure how strong the electromagnet is?

By ^{measuring} ~~picking up something magnetic~~ ^{how many paperclips we picked up} with the iron nail.

You will be investigating how different variables affect the strength of an electromagnet. What will be your dependent variable (the one you measure)?

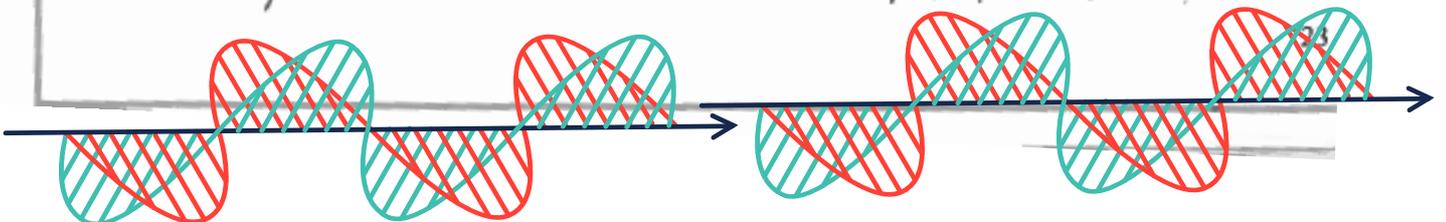
The paperclips.

What will you keep the same, to control your investigation?

The volts and the equipment were the same.

Predict what might happen if you increase the number of coils on the nail. Will the number of coils affect the number of paperclips attracted to the electromagnet?

~~No~~ Yes, it will increase the amount of paperclips attracted.



BUSINESS & MARKETING

Year 10 have begun their new business course with aplomb, as they spent the first term studying fundamentals of business, including spotting an opportunity, characteristics of entrepreneurs and risk and reward. They've all come up with plenty of suggestions for future businesses and evaluated them as a class. This term they're learning about marketing, and have looked at how Lego use market segmentation to target the whole market, and are moving on to market research. Look out for their questionnaires, coming soon!

▶ Pets at Home Group **plc** describe themselves as:
The UK's leading pet care business, providing pet owners with everything they need to be able to look after their pet - from food, toys and bedding, and grooming services, right the way through to first opinion veterinary care.

▶ Pets at Home started as a business with its first store in Chester in 1991. It expanded when it **bought rival business Petsmart**. It developed the business further by **introducing Companion Care - in store veterinary services**. The veterinary service itself was expanded further in 2013 with the **takeover of Vets4pets**.

▶ In recent years, the company has:

- ▶ **Introduced the Pet Care Strategy in 2018** ✓
- ▶ **Purchased a stake in the UK's leading online pet-sitting service, Tailster, in 2019**
- ▶ **Acquired The Vet Connection, the UK's largest independent veterinary telehealth provider in 2020**
- ▶ **Developed a new purpose-built storage and distribution facility in 2020** ✓
- ▶ **Launched The Pets at Home Foundation in 2021**

▶ How has Pets at Home changed?

▶ What impact has each change had on Pets at Home's success?

▶ **Marketing strategy increase staff**

▶ **new locations**

▶ **new technology**

▶ **increasing new output**

▶ **gaining new customer**

▶ **new products**

▶ **increasing market share**

It has changed because when it was founded it was just a pet shop but they added more facilities:

- in-store veterinary services (Vets4pets)
- bought stores in business with similar ideas

Year 11 have been working towards their external exam (enterprise and marketing concepts), which they sat last week. They worked incredibly hard towards preparing for their mocks and have spent the last month working on improving their application to various business contexts, from second hand furniture, personalised hoodies, wedding photography and mobile phone cases. Year 11 were looking forward to seeing what new context was introduced in the exam and being able to demonstrate their efforts. Mrs Price is incredibly proud of how hard they've worked towards the exam, and their engagement with business - there are definitely some future entrepreneurs in the classes!

After all of this hard work, year 11 are really looking forward to finally watching an episode of Dragon's Den as they start to evaluate pitches in preparation for their next piece of coursework. This involves marketing and pitching the hat business that they developed in their first assignment.

Organization that has an interest in the activities of a business.

inside the business outside the business

Stakeholders can be **internal** and **external**.

Barratt Developments plc is a leading house builder in the UK. It has many groups of people-stakeholders-who have an interest in the business. **The owners (shareholders)** of the business want to see Barratt do well so they can share higher profits through the payment of dividends. **Barratt's employees** are interested in the business succeeding so that they can have a reliable job which pays well. **Local communities** are interested in Barratt because they want to see new housing in their area and may be **potential customers**. Some communities may of course have an interest in not seeing any new development! The **government** wants taxes from Barratt and its employees. Businesses who **supply** Barratt with building materials will also have an interest in seeing the business succeeding.

internal

external



→ Local Communities are interested in new housing in the area

→ Their interest is success in the business and profit.

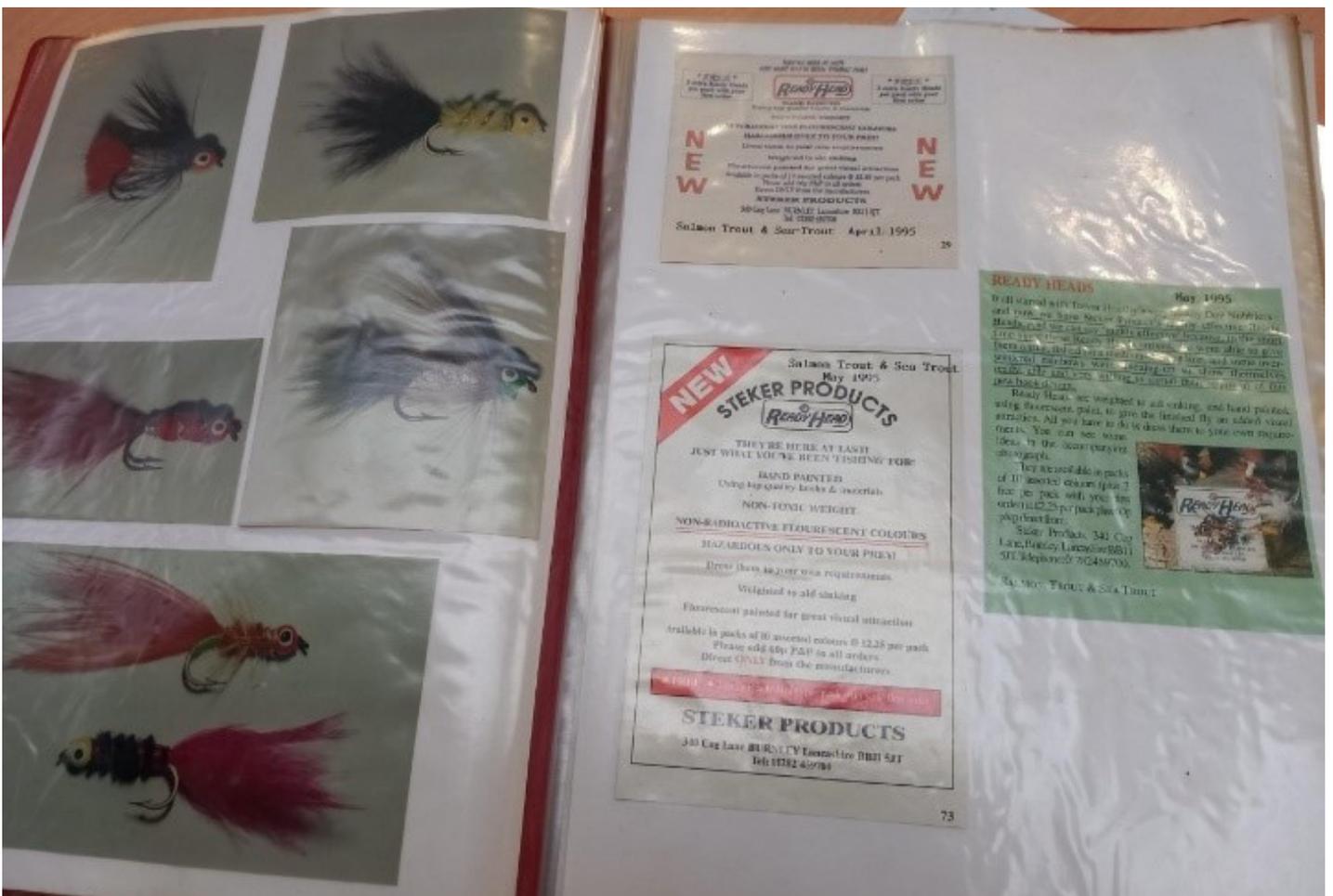
→ Employees want good pay, satisfaction and career progression.

Want to receive payments on time and regularly.

Want the business to create jobs and raise money from taxes.

The stakeholders with biggest influence on the business is the customers because without customers the business can't run, employees, and suppliers are replaceable but customers must like your business to purchase.





HEALTH & SOCIAL CARE

Year 10 have been learning the content of unit 1. We have been learning about life stages and key characteristics in the physical, intellectual, emotional and social (PIES) development classifications.

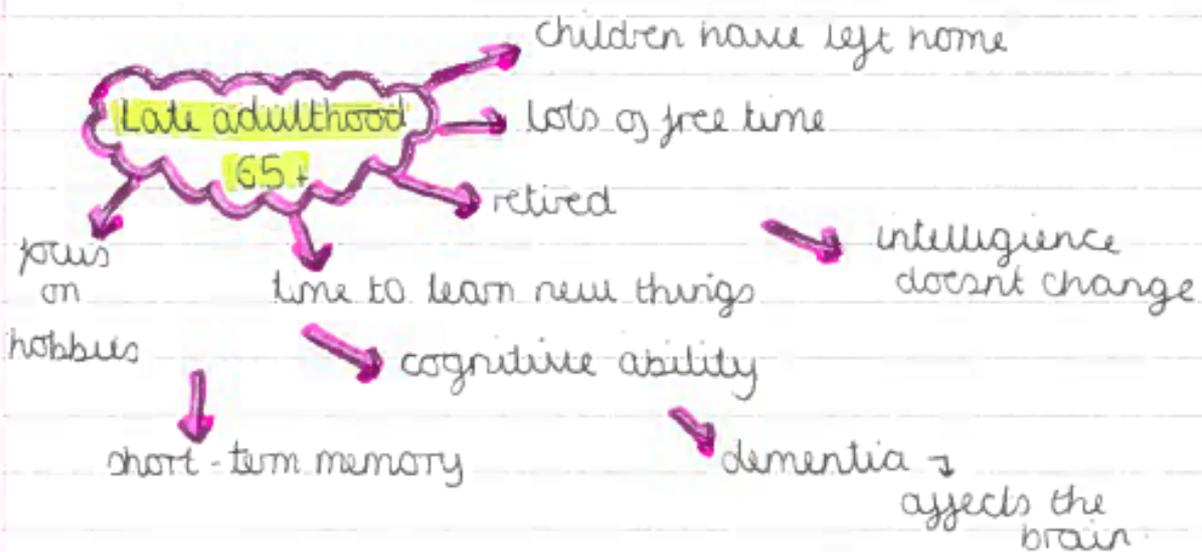
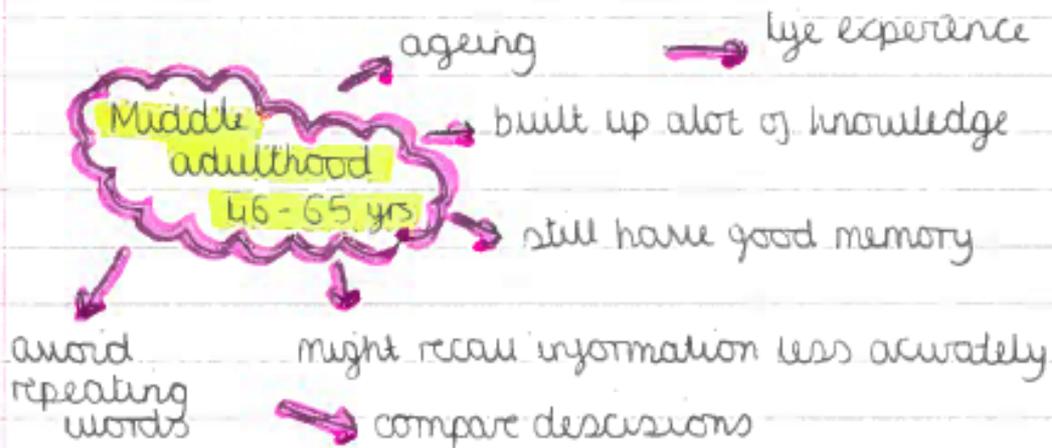
We are currently applying this knowledge to the different factors (physical, lifestyle, social, cultural, emotional, environmental and economic) that affect an individual's growth and development.

In **year 11**, we have been using the knowledge and skills we have developed from the course so far to prepare for our upcoming Unit 3 Health and Wellbeing exam.

We are currently revising different areas of the topic based on feedback from our mock exam and more recent practise papers- Wish us luck!!



Explore intellectual development.

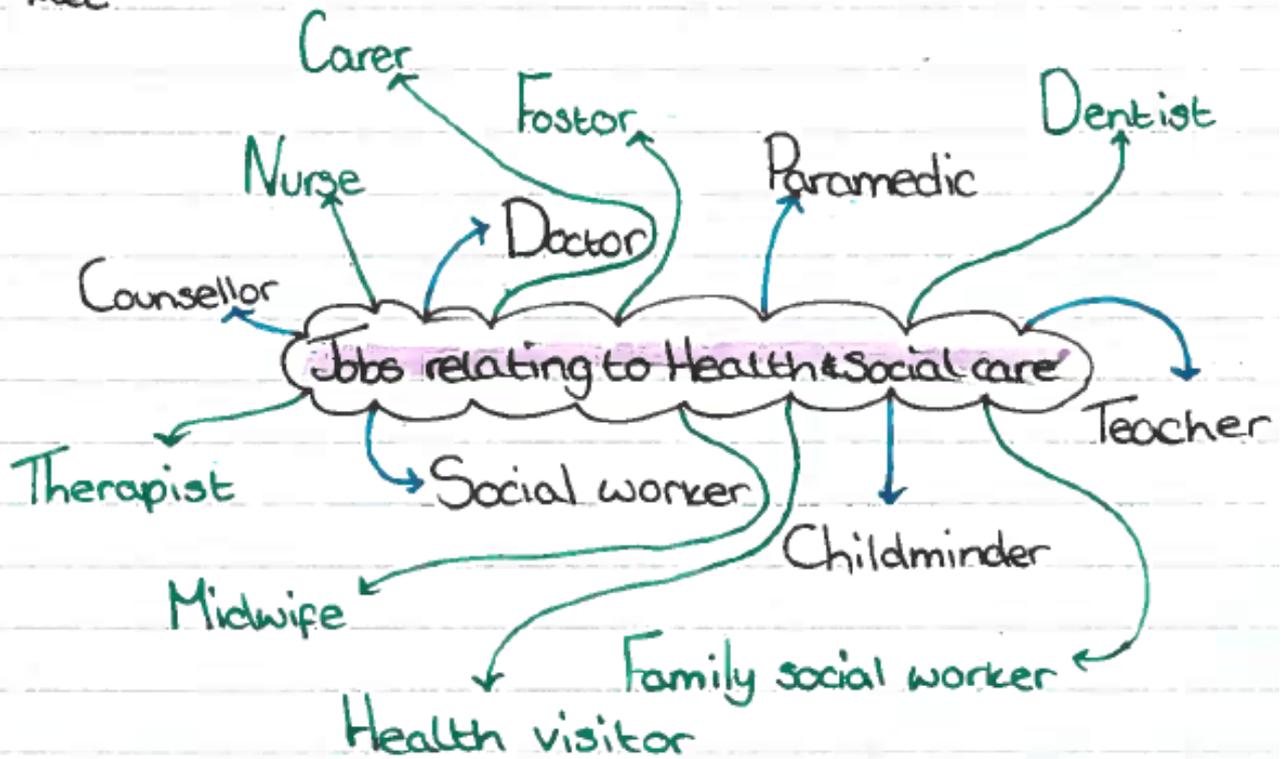


- It will have a positive effect because he will learn new skills ✓
- Improve problem solving skills
- Improve creativity skills

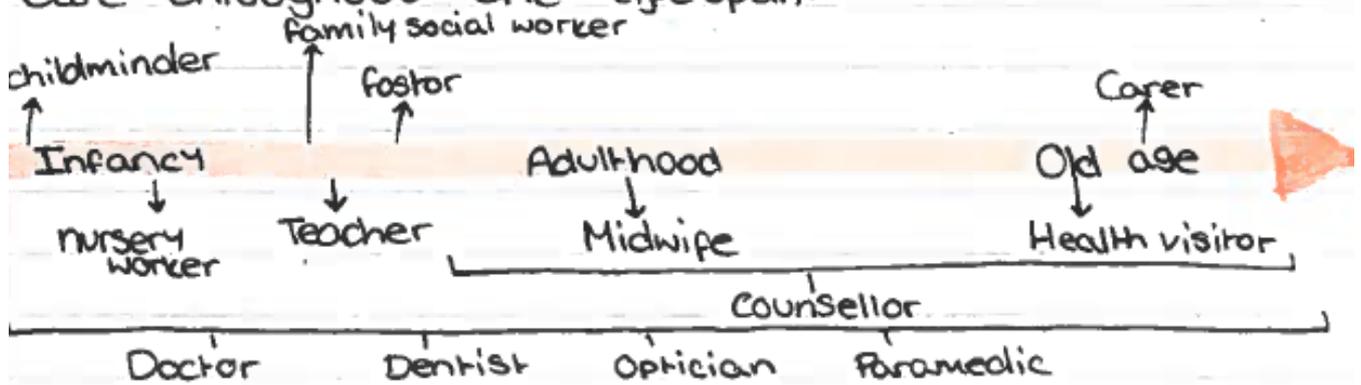


I think that health and social care is all about how to look after ~~to~~ and care for others

Definition - Health and social care relates to the integral services available to support individuals to ensure their needs are met.



Care throughout the lifespan:



Cultural Factors

The ideas, customs and social behaviour of a particular people or society

Religion:

The belief in and worship of a superhuman powers or a God / Gods

Race:

A person's self-identification

How do you think culture and religion affect lifestyle

- Diet
- Values
- Marriages
- Involvement from other communities

Cultural influences on children:

- may prefer competitive activities
- different roles to play when playing
- books, songs, films
- may prefer to play alone, in small groups or big groups
- feel need to restrain actions and mask emotions

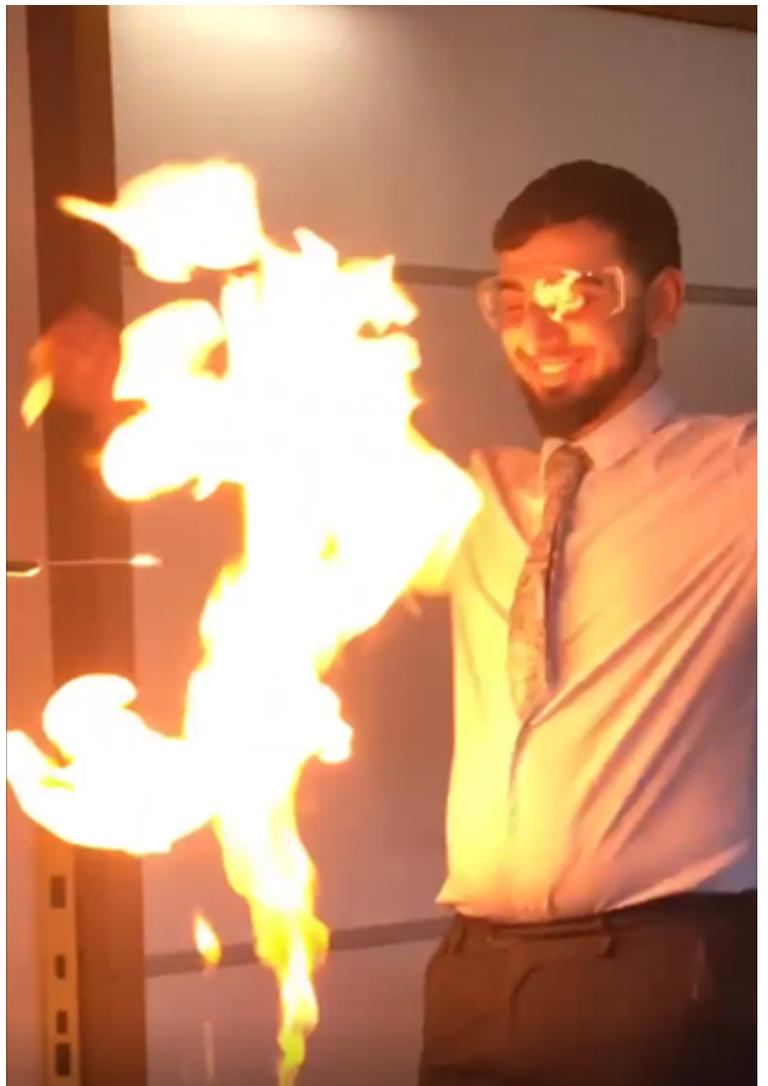
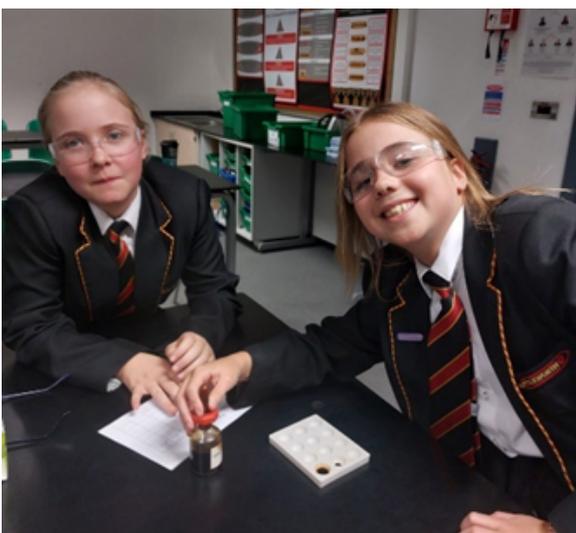
A community is a group of people with something in common



SCIENCE CLUB

Shuttleworth College science club is open to year 7s and 8s who would like to explore science outside of their lessons with a range of teachers from the department, ensuring different scientific disciplines are covered. This academic year there have been 10-15 students each week who take part on Mondays after school. The aim of the club is to fuel excitement for the sciences in students and expand on classroom learning, allowing students to explore ideas and concepts through exciting and enjoyable practical work with teacher supervision. Another objective is to encourage students to view the world around them through a scientific lens.

Sessions this year have included: using red cabbage to make an indicator and test the pH of everyday substances like the juices in the canteen, designing hand warmers using ideas about exothermic reactions in December, making the non-Newtonian fluid 'oobleck' with cornflour, a competition to design and build the tallest tower out of marshmallows and spaghetti, and then competing to build a bridge out of wooden sticks that can hold the most weight using supportive shapes.



SAFEGUARDING

ELCAS - DROP IN



East Lancashire Hospitals
NHS Trust

East Lancashire - Young People's Mental Health

**Concerned about your Mental Health?
Are you under 18 or concerned about
someone under 18?**

**Advice sessions are available on-line via
'Attend Anywhere', delivered by ELCAS**

Please log on using the hyperlink - <https://nhs.vc/HLSC/CAMHS>

Please enter the word "drop" as the first name and "in" as the second name followed by your date of birth. You will then enter our virtual waiting area where we will collect you.

First Wednesday of every month - 3pm - 5pm
Second Wednesday of every month - 1pm - 3pm
Third Wednesday of every month - 5pm - 7pm
Fourth Wednesday of every month - 1pm - 3pm

Safe | Personal | Effective

What Parents & Carers Need to Know about TWITTER

WHAT ARE THE RISKS?

Twitter is a social media network which allows users to post short messages ('tweets') of up to 280 characters. Tweets can consist of text, photos, videos, audio, links, polls and GIFs – often linked by hashtags if they share a common theme or message. Hashtags receiving high levels of interest are said to be 'trending'. Twitter users can engage with other people's posts by liking, retweeting (sharing) or tweeting back (commenting on). Since the entrepreneur Elon Musk acquired Twitter in October 2022 for \$44 billion, he has implemented several major changes to the platform.

AGE RESTRICTION
13+

INTERACTION WITH STRANGERS

Tweets are public by default, meaning that anyone can view and interact with posts, follow someone and send direct messages. The concern here is that young people may therefore connect and communicate with strangers. Some individuals may follow a young person's Twitter account simply because they have similar interests; however, others may turn out to have more sinister intentions.

FIXATION ON VIEW COUNT

Twitter has recently introduced a 'view count' feature – telling users how many people have seen their tweet (even if they haven't reacted to it). Previous research has found that unfavourable comparisons with other social media users can cause young people to experience feelings of insecurity, jealousy and low self-esteem – leading to an obsession with increasing their numbers.

TROLLS AND BULLYING

The anonymity offered by fake profiles encourages some users to send tweets designed to provoke a reaction; to disrupt conversations; to spark an argument; or to harass the recipient. Such trolling and bullying can impact the mental wellbeing of both the target and anyone who witnesses it. Encourage your child to come to you if they experience such behaviour on Twitter, or if they see it taking place.

PAID-FOR VERIFICATION

Previously, if a Twitter profile displayed a blue tick icon, it meant that the owner – usually a celebrity or a major organisation – had been verified as genuine. Now, however, anyone can pay for a Twitter Blue subscription to receive the tick, with the platform carrying out limited checks on the account's authenticity. This could easily lead to more fake accounts impersonating real people or companies.

CONTENT MODERATION CHANGES

In late 2022, Twitter stated that their 'policy enforcement will rely more heavily on de-amplification of violative content: freedom of speech, but not freedom of reach'. No policies have changed yet, but this wording suggests they may limit who can see posts rather than removing them. While supporting free speech, this could encourage an environment where some toxic content remains online.

HIJACKED HASHTAGS

The hashtag (#) is one of Twitter's most recognisable facets, allowing users to find specific trends or topics. But the sheer volume of tweets each hour can rapidly distort a hashtag's meaning: an initially innocent search term can quickly end up returning inappropriate results. This is common with 'trending' hashtags, as people know that using them will get their tweet seen by a larger audience.

Advice for Parents & Carers

SET ACCOUNTS TO PRIVATE

To reduce the fear of your child's tweets being seen and shared by anyone, you can always make their account protected. This means that your child has to give approval for another user to view their posts. You can change Twitter's privacy settings so that your child can't be messaged directly by other people on the platform and their geographical location won't be shared.

FOSTER CRITICAL THINKING

It can be difficult for anyone to ascertain if something online is real or false, but particularly for young people. Encourage your child to check several reputable sources to determine if a story they've seen is true; remind them to watch out for scams and think about the message's possible motive. Emphasise that it's not a good idea to retweet something if they aren't sure it's correct.

ENGAGE SAFETY MODE

When Safety Mode is activated, Twitter checks for abusive or spammy behaviour such as hurtful language or repeated negative replies. The platform then flags these suspect accounts and blocks them from responding to your child's tweets. The autoblock function then prevents these accounts from interacting with your child's again for seven days.

EXPLORE THE NEW SETTINGS

Previously, any user could reply to anyone else's tweets. However, the new conversation settings let your child determine who can reply to their posts – either by selecting everyone (the default option), people they follow or only people they mention (using the @ symbol). This improvement has given users extra control, providing them with more protection from trolls and online abuse.

PAUSE BEFORE POSTING

It's important that young people think about what they're about to post and whether they might regret it later. Twitter has developed 'nudges': little prompts which appear if someone is about to tweet using harmful or offensive language. These nudges promote more positive online behaviour by giving users an opportunity to pause and consider their words before they post something.

BLOCK, REPORT OR MUTE

If someone is upsetting your child on Twitter, you can block and report them. Blocking stops them from messaging or following your child, while reporting an account alerts Twitter to investigate possible misuse. The 'mute' feature, meanwhile, keeps tweets from a specific account (or which include certain words) out of your child's timeline. The other user won't know that they've been muted.

Meet Our Expert

Dr Claire Sutherland is an online safety consultant, educator and researcher who has developed and implemented anti-bullying and cyber safety policies for schools. She has written various academic papers and carried out research for the Australian government comparing internet use and sexting behaviour of young people in the UK, USA and Australia.



National Online Safety®

#WakeUpWednesday

BE CAREFUL WHO TO FOLLOW

As accounts are no longer being as rigorously verified under the 'blue tick' system, it's essential that young Twitter users understand what this means, in terms of people not necessarily being who they claim. Anyone who your child only knows online is still a stranger, regardless of how long they've been communicating for. Remind your child never to disclose personal information on social media.

Source: <https://blog.twitter.com/common-thread/en/topics/stories/2022/how-twitter-is-nudging-users-healthier-conversations> | https://blog.twitter.com/en_us/topics/product/2022/twitter-blue-update | https://blog.twitter.com/en_us/topics/company/2022/twitter-2-0-our-continued-commitment-to-the-public-conversation | <https://scholarworks.lib.csusb.edu/cgi/viewcontent.cgi?article=2131&context=etd>



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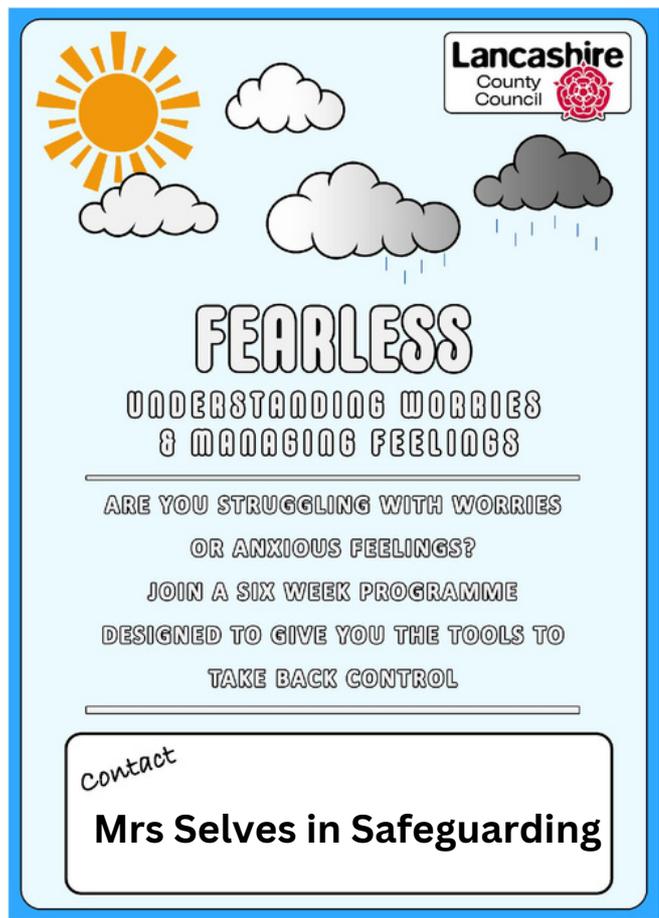
Lancashire
County Council

Impact

ARE YOU CONCERNED THAT THE CHOICES YOU ARE MAKING MIGHT BE CAUSING YOU PROBLEMS ?

THEN THE Impact PROGRAMME MIGHT JUST BE WHAT YOU NEED

Mrs Selves in Safeguarding



Lancashire
County Council

FEARLESS

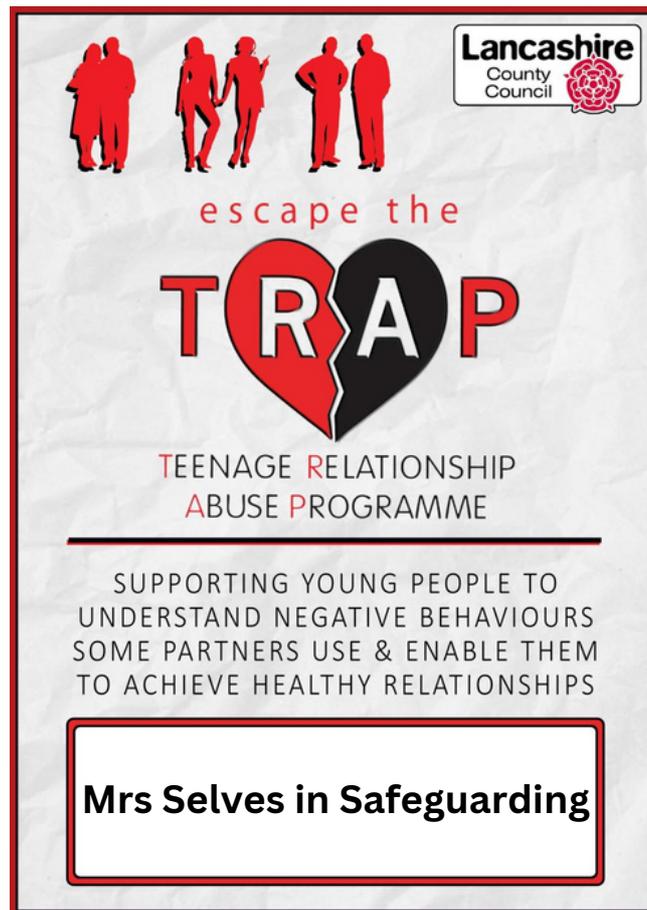
UNDERSTANDING WORRIES & MANAGING FEELINGS

ARE YOU STRUGGLING WITH WORRIES OR ANXIOUS FEELINGS?

JOIN A SIX WEEK PROGRAMME DESIGNED TO GIVE YOU THE TOOLS TO TAKE BACK CONTROL

Contact

Mrs Selves in Safeguarding

Lancashire
County Council

escape the

TRAP

TEENAGE RELATIONSHIP ABUSE PROGRAMME

SUPPORTING YOUNG PEOPLE TO UNDERSTAND NEGATIVE BEHAVIOURS SOME PARTNERS USE & ENABLE THEM TO ACHIEVE HEALTHY RELATIONSHIPS

Mrs Selves in Safeguarding





Believe in children



Barnardo's

COST OF LIVING CRISIS HELPLINE

Call Barnardos on 0808 500 0045

If you are struggling with the cost of managing your household, worried about how you are going to pay the bills, feeling the squeeze on your finances, Barnardos can help. This type of worry can not only impact financially but also emotionally. Don't suffer in silence or think that you are alone. Call the Barnardos Cost-Of-Living Helpline to speak to one of their Advisors.

As a result of the ongoing Cost-Of-Living crisis, Barnardos has set up a dedicated Helpline to support parents and young people across the UK.

This is currently an additional resource for families being supported by Barnardo's. We hope to extend this offer outside of Barnardo's in the near future.

If you are struggling with the cost of managing your household, worried about how you are going to pay the bills, feeling the squeeze on your finances, we can help. This type of worry can not only impact financially but also emotionally. Don't suffer in silence or think that you are alone. Call the Barnardos Cost-Of-Living Helpline to speak to one of our Advisors.

What can we support you with?

- We can apply for financial support for your family such as the Barnardos Cost-Of-Living emergency fund, Children In Need applications and provide Food Bank Vouchers.
- We can make referrals to Barnardos Link therapy service. This will include 7 sessions, 30 minutes per session over the phone with a trained therapist to discuss your emotions/feelings and strategies to help you cope with the difficulties you are experiencing. An interpreter can also join the sessions, if required.
- We can signpost to organisations that can support you further in this time of need.

Helpline details

Monday – Saturday (9.30am-5.30pm)

via phone [0808 500 0045](tel:08085000045)

and by email COLHelpline@barnardos.org.uk



OPERATION ENCOMPASS

OPERATION
ENCOMPASS

Operation Encompass is a national scheme that operates jointly between schools and all police forces.

“ Children who live in homes where there is domestic abuse, or who experience domestic abuse in their own teenage relationships, can be negatively impacted by this experience. ”

“ We have ensured that a member of our staff, (Designated Safeguarding Lead) known as a Key Adult, has been trained about Operation Encompass procedures. This allows us to use the information that has been confidentially shared with us by the police, to understand how a child may be impacted by domestic abuse and to then offer support to the child/ren in our care. ”

“ This information means that we can understand a child's behaviour and support that child in whatever way they may need or want. ”



“ Children who experience domestic abuse are recognised as victims of domestic abuse in their own right! ”

“ Operation Encompass means that our school will be told, prior to the start of the next school day, when police have attended an incident of domestic abuse where there is a child or young person who attends our school who is related to any of those involved in the incident. ”

“ We are keen to offer the very best support possible to all our pupils and we believe that being part of Operation Encompass helps us to do this. ”

¹ Domestic Abuse Act 2021

www.operationencompass.org

OPERATION
ENCOMPASS

We are an Operation Encompass School

For further information, please come and see us.

 **OPERATION
ENCOMPASS**
In every force. In every school. For every child.

SHUTTLEWORTH 
COLLEGE

 Lancashire
Constabulary

MEET OUR SAFEGUARDING TEAM



Ext. 11173

Rebecca Bonny

DESIGNATED SAFEGUARDING LEAD



Ext. 11059

Tom Baiamonte

Head of Year

DEPUTY DSL



Ext. 12223

Tracy Selves

DEPUTY DSL



**Jo
Grice**

Ext. 11084
Head of Year



**Melissa
Southern**

Ext. 11062
Head of Year



**Mel
Thomas**

Ext. 11014
Medical



**Melissa
Burns**

Ext. 11113
Inclusion

DESIGNATED SAFEGUARDING OFFICERS

Marie Shaw

SAFEGUARDING GOVERNOR

We recognise our moral and statutory responsibility to safeguard and promote the welfare of students. We endeavour to provide a safe and welcoming environment where children are respected and valued. We are alert to the signs of abuse and neglect and follow our procedures to ensure that children receive effective support, protection and justice. Our aim is to provide a safe and secure environment for students, staff and visitors. If you have any concerns about the safety of a child please ensure you report it to a member of the safeguarding team:-

safeguarding@shuttleworth.lancs.sch.uk

If your concern is of immediate harm or outside of school hours, please report to the Police or Children Social Care 0300 123 6720
0300 123 6722 (evenings/weekends)

Safeguarding is our top priority. Please help us in ensuring our school is a safe place!

STAFF NEWS

WELCOME to  COLLEGE

LOUISE HOWARTH

Louise has joined us as a receptionist. Welcome Louise.



RUTH FITZPATRICK

Ruth has joined us as an academic mentor. Welcome Ruth.

TRACY LAWTON

Tracy has joined us as a HLTA. Welcome Tracy.



GOOD LUCK!