

THE GOVERNING BODY OF FLOCKTON CE (C) FIRST SCHOOL

Minutes of the meeting of the Governing Body held via Teams at 6.30 pm on Monday, 14th February 2022

PRESENT

Mr R Michael (Chair), Mrs E Bulmer, Sarah Hull, Helen Kerr, Josephine Lavery, Emily Hurst, Emma Johnson

In Attendance

Mrs A Sahota (Minute Clerk)
Sonia Latham (Associate Member)

Item	Minutes	Action
3070. APOLOGIES FOR ABSENCE, CONSENT AND DECLARATIONS OF INTEREST	Apologies for absence were received from Kirsty Rowlands (consent) and Mrs J Metcalfe (consent). There were no declarations of interest.	
3071. NOTIFICATION OF ITEMS TO BE RAISED UNDER ANY OTHER BUSINESS	The following items were reported to be raised under Any Other Business: <ul style="list-style-type: none"> • Club Car Parking • University Students 	
3072. MINUTES OF THE MEETING HELD ON 6 th DECEMBER 2021	RESOLVED: That the minutes of the annual meeting held on 6 th December 2021 be approved by the Governing body as an accurate record of the meeting. Check properties as minutes automatic defaulting and saving as Rowley Lane.	
3073. MATTERS ARISING	(a) <u>Succession Planning (Minute 3054 (c) refers)</u> The chair reported that at the last meeting it had been agreed to set up a meeting between himself and Mrs Rowlands to discuss succession planning for the role of the chair from September 2022. Unfortunately, due to other commitments and illness this meeting had not yet taken place.	

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	<p>Mr Michael agreed to pursue this. (b) <u>Bespoke Training (Minute 3060 refers)</u></p> <p>Mr Michael reported that the training needs of the Governing Body had been discussed at the last steering committee meeting.</p> <p>Some links were shared, and it was agreed to look at each of the individual roles with a view to carrying out a mapping exercise around specific roles and expected training. This would be done in preparation for the 360 exercise which normally took place in the summer term to identify the gaps and any additional training needs required to undertake the role successfully.</p>	<p>Training needs mapping exercise to be conducted</p>
<p>3074. REPORTS FROM COMMITTEES</p>	<p>Since the last full GB meeting the following committees had met.</p> <p>(a) <u>Minutes of the Children and Learning Committee meeting held on 1 December 2021</u></p> <p>Minutes of the meeting held on 1 December had been placed on SharePoint for governors.</p> <p>RESOLVED: That the minutes be noted and approved as a correct record.</p> <p>There were no matters arising to report on.</p> <p>(b) <u>Minutes of the Safety and Resources Committee meeting held on 29th November 2021 and 31st January 2022</u></p> <p>Minutes for both meetings had been placed on SharePoint for governors.</p> <p>RESOLVED: That the minutes be noted and approved as a correct record.</p> <p>Mrs J Lavery provided the following headlines from the 31st January meeting:</p> <ul style="list-style-type: none"> • Discussions on the carry forward and challenges • Lots of work had taken place in school – next priority was flooring • Quotes had been received for carpet tiling for 2 classrooms – This work had been brought forward due to meet the schools’ long-term plans to bring the C/F threshold below the 10% • Reviewed School PAN at November meeting 	

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	<ul style="list-style-type: none"> items identified for the next meeting – SFVS, inventory, budget for next year 	
<p>3075. HEAD TEACHERS REPORT DATA REPORT AND GOVERNORS' QUESTIONS</p>	<p>A copy of the Headteachers report and data had been placed on SharePoint, prior to the meeting, for all governors to access with an opportunity to send questions in advance to Mrs Bulmer.</p> <p>The following points were highlighted, and questions raised:</p> <p>(a) <u>Headline Data drop Autumn 2021-22</u></p> <ul style="list-style-type: none"> Mrs Bulmer advised that she had discussed the data, in detail, with staff during the pupil progress meetings. It was a “spiky” picture - some YR groups were up and some down. Maths - YR 2 had done very well in Maths (85% ARE) Figures overall were comparative to the national picture- running 20/30% under pre covid expectations. In YR3 some pupils were working below (14%) – it was reported that these were the SEN pupils, all other pupils were working towards Some pupils were pulling back up to GDS which was good to see <p>Q: Is the 14% 2 children? A: Yes, it is 2 pupils – one on a My support plan and the other is SEND</p> <ul style="list-style-type: none"> GAPS (SPAG) – this area had taken a hit which was mainly due to pupils’ retention of terminology. Although this had been identified as a problem area pre-covid however this had now got worse (in YR5 going over areas covered in YR2). This was now a key area of focus within school and Mrs Bulmer was confident that the situation would improve with the support that had now been put in place. The overall position was not too much of a worry given it was the Autumn term assessment and still 2 terms to improve 50% of the marks on the test paper were for spelling, if a pupils struggled with spelling but were good at grammar (or vice versa) this could affect the score YR1 had done very well on the paper (89% ARE) <p>Q: Are we using some of the catch-up funding to help this situation which is a result of the last 18months?</p>	

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	<p>A: Mrs Latham and I have spent some time looking at the money for catchup, how it's allocated, how it can be spent and if we don't spend it how it gets clawed back. The school receives 2 pots of funding – covid recovery funding (£761) and school led tutoring funding (£2.5K). For school led tutoring would have to use a retired teacher, staff with available time, or train a support assistant which involves 3 days training. Staff are already over stretched therefore decided not a path we are able to pursue. Only feasible option is using the £761. We invested in Letter Join when we first started to help with spelling/handwriting and Monster Phonics which feeds through – we could allocate this money for this purpose if we chose. We investigated external tutoring however this is not looking like a feasible option either – would only give 3 pupils 15 hours tutoring support. We thought we could use the school led funding to pay for external tutors and put both pots of money together which would provide 11 pupils with 15 hours tutoring however we are not able to do this. It is a very complicated process; it looks like we can only spend the £761 and the other pot will be clawed back. We really have to manage with existing resources to get these pupils back up to speed/close the gap</p> <ul style="list-style-type: none"> • Writing – it was highlighted that writing was tracked differently. At this stage the school would expect most pupils to be “working towards” end of year expectations for writing. Hence no GDS yet. furthermore, would expect to see those pupils at EXP to be pushing towards GDS plus more. Even though figures looked low they would translate to Expected and then GDS • Those WBL (working below) would move to WT (working towards) • Reading – overall pupils were doing well in reading. Good score • There was a slight dip in YR3 Reading – it was felt papers became harder in KS2 and pupils appeared to struggle with stamina. A few pupils had struggled to finish the reading paper not because they couldn't answer the questions but due to stamina. Building pupils stamina was a key area of focus across Writing and Reading across school • By the end of the year, it was hoped scores would improve • In YR2 39% working at EXP and 7% GDS showing good progress <p>Q: What effects can homework have on these figures – could homework be used as mechanism to improve these figures?</p> <p>A: Study shows homework does not have much impact on a pupil learning and development so would not have much impact. In middle school homework is more structured. Although we set homework we want pupils to have fun in learning. The Nessey learning programme is having a great impact especially on those pupils with specific needs or struggles (phonics or early spelling) across each class which has pupils on the programme. This programme is personalised</p>	

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	<p>to the child's needs to work at their level. We have a licence for 30 users (29 pupils on the programme). Although it is an expensive resource it has great impact as it is targeted support to address the specific individual needs and plug those gaps.</p> <p>Q: Can we use this resource for all pupils? A: This resource is only for pupils with specific needs – it was aimed at dyslexic learners /tendencies not aimed for general blanket intervention.</p> <ul style="list-style-type: none"> • Phonics data - December outcomes for YR2 where shared. • Cohort phonics pass rate 69% • 40% GLD at reception • One pupil who had not passed (who was on the border line) – in a reading assessment was at expected • Few pupils at 26/27 out of 40 (pass rate 32 and a couple at 30/31 who had just missed • Current YR1 – cohort phonics predicted pass rate for spring term - 89% - impact of monster phonics which had been introduced in October • Both girls and boys were doing well • Pupil premium pupils were also doing well • Only one child who had been highlighted during pupil progress meetings and would be monitored <p>Questions received regarding Heads Report:</p> <p>Q: Have we had any feedback from the recent Kirklees SEND inspection and what impact will this have on the school? A: No, we have not had any information regarding the outcome yet. The inspection only happened last week so given the time frame it's too early for release of information. When we do receive feedback we can see how we as a GB need to feed into this going forward.</p> <p>Q: What has been the impact on learning in school due to staff being absent due to covid? A: We have had 3 staff members test positive. We managed to cover internally by using Miss Wilson, I covered myself and also managed to get supply staff cover. Unfortunately, there were a couple of days when we were unable to get supply cover due to the high demand. We managed by using the university students. We have managed to cover for CM this week and EH where needed to in and amongst using other staff and the students which worked out well.</p>	

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	<p>Q: With regards staff being over stretched is there any wellbeing support we need to consider? A: Yes, this is something which we really need to look at closely over the next few months in preparation for September. It is a big concern.</p> <p>(b) <u>Deletion – See Minute 3085</u></p> <p>Mrs Bulmer was thanked for her report.</p>	
3076. HEAD TEACHER WELLBEING	<p>Mrs Bulmer advised governors that she had managed to take some non-contact time last week Thursday and found Thursday's (am) to be a good day going forward. Unfortunately, due to the absence of CM and swimming this would not be possible this week however Mrs Bulmer agreed to diary this time in after the half term break.</p> <p>Despite the difficulties and the positive covid cases staff wellbeing was relatively good and as discussed earlier was an area of focus going forward.</p>	
3077.SAFEGUARDING	<p>This had been covered above within the Head teachers report. In addition:</p> <ul style="list-style-type: none"> • Mrs Bulmer advised she was currently working on one early health assessment which would be going forward to a meeting on Friday • CPOMs was now up and running in school and was felt to be a powerful tool which enabled greater reporting facilities • The system was a lot more transparent and a lot more accessible • CPOMs was also used for reporting/tracking Peer-on-peer abuse, any falling outs amongst pupils and meetings with parents • Emma Johnson advised that she had carried out a governor safeguarding visit last week. The report was still in drafting – the following feedback was shared: <ul style="list-style-type: none"> ➤ SCR was well kept ➤ saw positive practices in place ➤ checked some policies and how things were running ➤ lovely feel in school - children engaged and well behaved ➤ a few recommendations made 	<p>Mrs E Johnson to draft her report of visit and place on Share point</p>

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3078. REVIEW SEF (LEADERSHIP AND MANAGEMENT)	<p>Mrs Bulmer reported that her KLP visit had taken place last week and she was currently awaiting the report. This would be shared with governors once available.</p> <p>It was reported that one of the key areas covered, during the visit, was reviewing the format of the SEF which was agreed needed to be more streamlined. Since the meeting Mrs Bulmer had worked on the Leadership and Management section of the SEF using a template recommended by the Key. A copy of this was shared with governors.</p> <p>The following points were highlighted:</p> <ul style="list-style-type: none"> • Strengths – this had been broken down into areas as recommended - showing impact for each area: <ul style="list-style-type: none"> ➤ Premises – This area was reviewed regularly; it included the budget/ 3 year long term plan and also tied into H&S /ongoing and future improvement works to premises ➤ CPD – Working with hubs and the impact of this on the school. This included the Music Hub – governors were advised that the school had recently been nominated by <i>Kirklees Musica</i> and awarded the music Mark in recognition of the schools continuing commitment to music. A Music audit had also been carried out recently with a few recommendations ➤ SEN – how the school met the needs of all pupils in school ➤ Achievement for all – EH had started some wellbeing and mental health training as the wellbeing lead (£1400 funding for this had been secured) which would feed into next year’s SDP ➤ Governance– The SDP was agreed by Governors and the Steering Group committee. Schedules of school monitoring visits were established throughout the year and focused on the SDP. Governor audits were undertaken by the COG to ensure Governor skills matched responsibilities within the Governing Body roles. ➤ Other areas covered included - Safeguarding, Engaging with the community, Parents <p>Q: Do we do many Communities Walks/Activities for eg; walks around the local community/duck park?</p> <p>A: Yes, we do try and do community-based activities. We did plan a walk last year to Emley School to have a picnic, unfortunately it didn’t happen due to covid. We have YR5 pupils carrying out speed checks on Barnsley Road with the police officer. We have close links with the Church, elders group every Thursday when pupils read to the elderly. This has not happened since covid however we are trying to continue these links as pen pals. This week 2 classes are going on a</p>	

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	<p>church tour with Sue Rawlings, and we had a fire engine last week. We are trying to pick up activities however covid keeps making this difficult. We can do more but need to start building this back up.</p> <ul style="list-style-type: none"> • Evidence – this included all details/links to evidence to support progress and impact in each of the areas • Areas for development - <ul style="list-style-type: none"> ➤ More focus on measuring impact of staff well-being. To include in Performance Management & SDP ➤ Sub-committees' specific input on SDP. ➤ Planned Questionnaires – built into the LTP monitoring schedule ➤ Communicating the vision into the wider community. ➤ Sharing PP data with ETAs, improvements in measuring impact across all interventions • Next Steps: <ul style="list-style-type: none"> ➤ Staff audits in the wider curriculum. ➤ Parent questionnaire for school improvements. (Spring 2) ➤ Governor input to SDP (summer) ➤ Mental health and well-being & impact– pupils/ staff (EH meeting) ➤ Review of Monster Phonics (March) ➤ Reviewing Action Plans (Easter) ➤ Pupil voice in SDP ➤ Ensure all stakeholders are clear of the vision. Look for ways in which to add to newsletter, letter heads etc. ➤ Support staff to visit other schools to see delivery of Monster Phonics. ➤ ½ termly newsletters ➤ Curriculum plans <p>Mrs Bulmer advised that reviewing this part of the SEF had been a positive exercise to complete. She would now start to look at the other areas and had already made a start on Quality of Education. Governors were encouraged to look at this document in more detail and if they had any questions to email Mrs Bulmer.</p>	
3079. SCHOOL COUNCIL FEEDBACK	<p>(a) <u>School Council</u></p> <p>The following summary was provided from the meeting held on 11.2.22:</p>	

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	<p>Suggestion box - Children had been asked which charity that they would like to raise money for. Children put their ideas in the suggestion box. – Water Aid received the most votes. The school council would now start thinking of ideas for fund raising.</p> <p>New Signs - The new signs had been erected around the school</p> <p>Teddies - Pre covid a Teddy went home. New teddies had arrived and were awaiting names. The children had been asked to put names in the suggestion box and would be decided by next Friday. The School Council showed the teddies school in Collective Worship.</p> <p>World Book Day -to be discussed at the end of the term</p> <p>(b) <u>Ethos Council</u></p> <p>The following summary was provided by Mrs Hurst from the meeting held earlier in the term (21.1.22)</p> <ul style="list-style-type: none"> • The value this term “What does friendship mean to us”? • the council had looked at all the songs which linked to this value that pupils would want to sing in collective worship on a Thursday • they talked about what friendship meant to each of them • a discussion held with the group about the prospect of organising pen pals – pupils writing to people in the community which they were excited about • unfortunately, the visit from Reverend Val had to be postponed – this would be re-arranged to next half term - the group had been really excited to work with Reverend Val to work on a friendship prayer together for the values tree in the hall – this would be deferred to next term and the value changed from “friendship “to “forgiveness “ • The council were very keen – they had had run club at the beginning of this half term for those pupils who had not managed to do a prayer at home allowing everyone with an opportunity to have a prayer on the values tree • All the members of the council were enjoying running the club. They were enjoying supporting the other children in the school and had worked hard this week. • The club would continue until the children had made sure that everyone in school had completed a prayer. After prayers were completed, it had been agreed to start an ethos club to support each value each half term. <p>Governors thanked Mrs Bulmer and Mrs Hurst for the summary and for the positive impact both groups were making on instilling these values within school.</p>	

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3080. ACADEMISATION	<p>Mr Michael advised governors that he had placed all the background documents, including the recent information received from the Diocese on this matter on SharePoint for governors to read.</p> <p>For the benefit of new governors Mr Michael highlighted that this matter had been previously discussed by the governing body back in 2017 when a full SWOT analysis had been completed focusing on the strengths, weaknesses, opportunities, and threats (internal/external) which applied to the school. A summary of the outcome from this exercise was also available in the SharePoint folder.</p> <p>Mr Michael advised that at that time the Governing Body discussed, at length, what benefits they felt were to be gained by leaving the Local Authority and joining a MAT; especially given that the school was in a good place with regards their financial management, outcomes, staff, and the infrastructure/premises. Having considered all these factors governors concluded that it was not to be in the best interests of the school to consider becoming an academy and joining a MAT.</p> <p>It was reported that over the last few years further guidance had been issued by the DfE and Government policy remained in favour of schools being encouraged to join a MAT. Although there was no pressure from the Diocese to enforce schools to acadamise the Diocese were requesting all their schools to review their current position and consider the benefits of continuing to work in this way, on an annual basis. Governors were provided with an opportunity to share their opinions (pros, cons, and any concerns). The following points were highlighted:</p> <ul style="list-style-type: none"> • concerns that the school could lose its individuality if they joined a MAT chain which insisted on a blanket approach. Would need to look at joining a Trust which allowed the school to keep its individuality • concerns with staffing structure/organisation – effects joining a MAT would have on roles in school and where they fit in academy • it was recognised that there were some benefits – shared resources, sharing good practice, sharing staff specialism/knowledge, financial benefits and pooling together of resources to help struggling schools, driving expectations in terms of OFSTED, and raising standards • Timing – given the school had close pyramid links was it in the best interest of the school to consider joining a MAT without knowing the intentions of other schools in the pyramid. Was it possible to approach this as a pyramid group of schools? • It was known for Schools to take a joint approach and join as a hub/group of schools with an 	

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	<p>existing MAT suitable for all or a joint approach and for one of the schools in the group to initiate the trust. However, there were so many factors which would need to be taken into consideration. In Flockton' s case a key consideration was whether all schools in the pyramid were C of E and would/could look at joining the same sponsor</p> <ul style="list-style-type: none"> • Mrs Bulmer reported that one of the MATs (unsure which one - The Diocese /Learning Accord/Evoke) had been invited to present to pyramid heads and Mrs Bulmer agreed to feedback any information received. • The Diocese had established a Trust – there was currently no name for this as it is new • Generally, the consensus of the governing body was that there was no desire for any action at this stage other than to obtain more information <p>Q: Would we consider carry out the SWOT analysis exercise again? A: It was a useful and positive session which provided the opportunity to talk, share ideas and look at strengths. There is an area in the SEF around governor input into the SDP. Maybe we can look at this over the next 6 months, redo the SWOT and the values we're all interested in. This can then help lead conversations on whether we feel it's in our best interest to continue as a maintained or consider joining a MAT</p> <p>RESOLVED: That once the information is received from the pyramid by one of the MATs then the GB consider setting a date to redo the SWOT analysis.</p> <p>RESOLVED: That the Governing Body have given this matter some considered and agreed some actions however, for the time being are comfortable with the schools-maintained status however in will reconsider the position again next year at their Spring 1 meeting. In the meantime, the governing body will continue to explore elements of what it would mean to become part of a MAT</p> <p>Q: Are we under pressure from anyone to join a MAT? A: I don't believe there is any pressure from the Diocese, at the moment, other than a request for all C of E schools asked to give this matter some consideration. Furthermore, we cannot join anything other than a C of E MAT so we wouldn't have many options for a possible sponsor to explore. From the discussions and have had to date we have not been able to establish any valid reasons why we should consider converting at this present time and until we have all the information to hand, we do not feel it is in the best interest of the school, pupils, or staff.</p>	<p><i>Item on SPRING 1 agenda 2023</i></p>

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3081. POLICIES FOR REVIEW/APPROVAL	<p>All policies below had been reviewed by the appropriate committees and recommended for approval by the full Governing Body:</p> <p><u>Premises Management Policy</u></p> <p>It was reported that this policy had been reviewed by the S &R committee and it ran alongside the schools Health and Safety policy</p> <p><u>Data Protection Policy</u></p> <p>The policy had been reviewed and it was felt that there were no changes necessary. The school had a data protection officer who worked through the MAST academy who carry out a data protection audit</p> <p><u>Privacy Notices</u></p> <p>The privacy notices had been reviewed and no changes necessary.</p> <p>RESOLVED: That the policies listed above be approved by the Governing Body</p> <p><u>Remote Learning Policy</u></p> <p>This policy had been looked at however it was agreed to make no changes for the time being given new government guidance was expected and the possibility of this policy being no longer necessary.</p> <p>RESOLVED: Review and approval of this policy be deferred to the next meeting.</p>	
3082. GOVERNOR TRAINING AND GOVERNOR VISITS	<p><u>Governor Visits</u></p> <p>Mrs Hall had recently completed a governor safeguarding monitoring visit – this had been reported upon earlier in the meeting.</p> <p>Unfortunately, the visits arranged by Mrs Rowland and Mrs Metcalfe had been postponed to after half term Val Keating had been unable to join the last Ethos group meeting – this visit would be rescheduled to after the half term break</p>	

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	<p>Mr Michael reported that at the next the steering group meeting the governor visits schedule would be reviewed for the next half term along with a review of the governor training matrix.</p> <p>Mrs Bulmer reported that the recent training completed by Helen Kerr had been included in the governor training log on SharePoint. Governors were reminded to complete this log with any training undertaken as this would be good evidence for OFSTED purposes in showing that governors and CPD undertaken to support them to carry out their role effectively</p>	
3083. ANY OTHER BUSINESS	<p>(a) <u>Car Parking</u></p> <p>Mrs Bulmer reported that the school were currently experiencing a few problems with a neighbour who was complaining about parking around the school and being aggressive towards pre-school parents.</p> <p>Although the school had sent information/text messages out asking all their parents to be mindful when parking on Chapel Lea estate the problem appeared to be more with parents of pupils attending pre-school. Mrs Bulmer had attempted to make an appointment with the pre-school manager to discuss this.</p> <p>Mrs Bulmer advised governors that during the early phases of the housing development negotiations she had recalled an agreement being made with the housing developers for parents to be able to access the car park next to the club. She had tried to check this by going through previous governors' minutes and felt that this had also been included within the documents drawn up.</p> <p>it was reported that currently there was nothing happening with the car park and parents could not access it. However, in the school's opinion that access/route was the safest way into school for pupils coming from that side of the village; given the volume of traffic on Barnsley Road.</p> <p>Mrs Bulmer felt that the school needed to act in the best interest of both the School and the pre-school parents and felt that some thought needed to be given on how best to approach this matter with the club.</p> <p>The following views/opinions/questions were shared and possible next steps and how governors felt the matter should be approached:</p> <ul style="list-style-type: none"> • consider writing to the club as a governing body as ascertain what the plans are • can understand the frustration of neighbours • making it unsafe for children walking in and out of the entrance • mindful that the club car park is private property – there is potential of misuse /damage 	

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	<ul style="list-style-type: none"> • from a safety front – can see benefits and would be great to get the car park open as an option • having safe drop off pick up parking for parents would be a positive for prospective parents • David Wilson - fencing also needed to be completed – agreed to raise at next meeting • New club – was this no longer being built on this site? • Club Car park – is this a direct path to the school? • Any agreement made - was it with the school or the pre-school too? • There was currently unofficial access being used by families rather than walking around the estate • Section 106 clause – included the right for the school to use the car park for drop of and pick up – Mr Michael to check the agreement to see if cover the pre-school • Why were the metal railings still up – they were not even secure? • A letter be sent requesting this matter to be included as an item for discussion at the next meeting <p>RESOLVED: That as a means to open dialogue a letter be to sent to the club from the Governing Body to explore what options might be available to the school/pre-school to use the car park for drop off and pick up times.</p> <p>(b) <u>University Students</u></p> <p>Mrs Bulmer reported she was pleased to advise governors that last week both students had successfully achieved qualified teaching status. Thanks were expressed to Mrs Hurst and Mrs Howard who had mentored the students throughout their time in school. Furthermore, the university had asked Mrs Howard if they could use the school's curriculum planning and development work (anonymised) for their PGCE students in recognition of all the hard work.</p> <p>Governors felt this was reflective on the strong leadership a management and the talented staff in school.</p>	
3084. DATES OF FUTURE MEETINGS AND POSSIBLE AGENDA ITEMS	<p>RESOLVED: That the next meetings of the Governing Body be held at 6.30 pm on the dates agreed within the annual meeting planner.</p> <p>Governors were asked email the chair with their view on whether meetings should revert to being held face to face after the half term break</p>	

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3085. AGENDA, MINUTES AND RELATED PAPERS – SCHOOL COPY	RESOLVED: That Minute 3075 (b) be excluded from the copy to be made available at the School.	

Approved Signed Copy