

**Meeting of the Strategic Governing Body
 (including Children, Families and Community matters) of
 Heathfield and La Fontaine Academies
 held on Wednesday 14 June 2017 at 6.30pm
 At La Fontaine Academy**

MINUTES – PART A

Name	Position	Attendance
Allison Allen (AA)	STEP Co-opted Governor	Present
Eva Allotey (EA)	Parent Governor, LFA	Present
Mark Anderson (MA)	Co-opted Governor	Present
Rachael Atkinson (RA)	Head Teacher – HA	Present
Sebastien Chapleau (SC)	Head Teacher – LFA	Present
Isabelle Dennigan (Chair)	STEP Co-opted Governor (Chair)	Present
Mark Ducker (MD)	STEP CEO	Apologies
Paul Glover (PG)	STEP Deputy CEO	Present
Beth Faherty (BF)	Staff Governor, LFA	Apologies
Jason Hewer (JH)	STEP Co-opted Governor	Apologies
Sarah Mackay (SM)	Staff Governor – HA	Present
Lana-Lea O’Keefe (LO)	Head Teacher – HA	Present
Chris Stevens (CS)	STEP Co-opted Governor (Vice-Chair)	Present
Lynn Bruce	Governance Clerk	Present

Item	Minutes	Action
STEP First – We are all one team		
1	<p>Welcome and Apologies</p> <p>The Chair opened the meeting and welcomed Governors especially Mark Anderson who was recently appointed as a Co-opted Governor and Paul Glover standing in for Mark Ducker.</p> <p>Governors received and accepted apologies from Mark Ducker (work commitment), Beth Faherty (work commitment) and Jason Hewer (work commitment).</p>	
2	<p>Quorum</p> <p>The Clerk confirmed the meeting to be quorate.</p>	
3	<p>Declaration of Pecuniary Interests and/or Conflict of Interests</p> <p>Governors were asked to declare any pecuniary or personal interests in any agenda item for this meeting. None were declared.</p>	
4	<p>Ofsted</p> <p>The Chair and Vice Chair met with Ofsted inspectors during their visit to LFA who were impressed with the way this Governing Board presents its papers, questions and</p>	

	minutes on the website indicating governance to be strong. The draft report will follow within the next four weeks.	
5	<p>Strategic Governing Body Membership</p> <p>Governors noted;</p> <ul style="list-style-type: none"> • the resignation of Yvonne Aryeetey and Nathan Hardman; • the appointment of Mark Anderson, with effect from 24 April 2017; • the current vacancies for a one Co-opted and one Parent Governor; • Jennifer Taylor has visited both schools and has submitted her application; • Karl Meier will be visiting during the next few weeks; • HA Parent Governor vacancy will be advertised in September when the new cohort arrives at the school; • Governors would like to speak with parents to promote the role of the Parent Governor which may include a short resume - Action: Heads to send dates of when this may be possible to CS; • DBS checks have been completed for all new Governors; • that all new Governors present had signed the Undertaking to the STEP Academy Trust; • Mark Anderson joined the Resources Committee; • Eva Allotey joined the Head Teacher Performance Management Committee – PG gave a brief overview of what this would entail. <p>Q: Is this the minimum number of vacancies or the maximum – i.e. could we appoint more than two additional Governors if we decided that we needed more?</p> <p>A: The Chair explained there may be three more Governors joining.</p>	1
STEP Way – We agree to do things like this		
6	<p>Terms of Reference (TOR) for Children, Family and Community Committee (CFCC) and Scheme of Delegation (SOD)</p> <p>Governors confirmed they had read the TOR and SOD and agreed the contents approved by the STEP Board of Trustees on 15 December 2016.</p> <p>Q: How feasible is merging the CFCC into the SGB?</p> <p>A: Due to the reduction in Governors it was agreed to postpone the CFCC however going forward there is a new proposal later on the agenda that will answer this question.</p>	
STEP Up – We all succeed together		
7	<p>Head Teachers’ Report</p> <p>Governors acknowledged they had read the previously circulated Head Teachers’ reports and the Heads addressed questions sent in advance of the meeting.</p> <p>Heathfield</p> <p>Q: What actions are you taking to eliminate the gap between Pupil Premium (PP) and non- PP children?</p> <p>A: In year 1 the gap between PP and Non-PP looks bigger and is being addressed.</p> <p>An agency Higher Level Teaching Assistant (HLTA) was appointed for Summer 1 and initially for the first 2 weeks of Summer 2, however she will now continue to work with year 1 until the last week of term. She has been working with individuals and small groups of children with a big focus on phonics in preparation for the year 1 phonics screening.</p>	

The new teacher is now in class and is very strong, interventions will continue with the Heads supporting underachievement.

Q: What interventions are being put in place to support the EAL boy and 2 EAL girls with suspected SEN needs?

A: Girl 1 is receiving 1:1 support and support from specialist schools who observe and work with the Heads. Working closely with, and implementing advised strategies, has helped this child to settle however she still needs the 1:1. Her EAL is not causing any challenges.

Girl 2 is supported by the Learning Support Assistant (LSA) every day. The children are pre-taught key vocabulary before a lesson.

Boy 1 is receiving support through small group Phonics (small group with LSA during Read, Write, Ink (RWI) time; daily 1:1 phonics (going over Phonics sounds); Maths interventions (going over basic concepts) and is making good progress in Maths; homework support and ED Psych referral for possible cognitive delay (in discussions with parents).

Q: What actions are you taking to improve numeracy?

A: Staff have started to address the attainment in Maths during Summer 1 and progress has been made. After the phonics screening, the focus will be maths and teaching the concepts that haven't been covered. The Year 1 teachers have identified the areas that need to be a focus. This will have an impact on the % of children working at the expected standard as the children will be taught new concepts and there will be a positive difference in the Summer 2 maths data. The HLTA will also teach to address any underachievement and improve progress.

Q: Has there been any external moderations done and what were the findings?

A: HA was moderated for the National Year 1 phonics screening by Croydon. Croydon were pleased with the security and storage of the papers as well as the accuracy of the assessments.

EYFS has been moderated with CNP school on three occasions throughout the year. SM has also met with Kingsley primary school for a local authority arranged writing moderation. As a moderator of the EYFS, SM has also attended several meetings and completed her first moderation of another school, all which has and will inform her practice and assessments.

A date has been set in July for Joanna Redemski to complete a moderating visit. Joanna is the link advisor and moderated EYFS last year and she has visited in the capacity of the Outstanding Early Years course with a number of EYFS leaders and Croydon HTs.

Q: Is attendance lower for specific groups of children? How does this compare to national average (NA)?

A: LO explained that analysis showed there are no specific groups with lower attendance - all groups are at 95%. Overall attendance is at 95.9% with the NA at 96%. The NA for Persistent Absenteeism (PA) is 10.5% and HA are at 7.5%.

EYFS Summer 1 – progress.

Overall, there was very good progress. A lot of the children were working at their age-related expectation, meaning progress appears to be good especially compared to last

year's cohort. There will therefore be a higher percentage of children who are exceeding and although the children do make progress, there are no "progress bands" within the exceeding criteria. The progress is shown through the percentage of exceeding children.

Q: Is there any overlap e.g. White British/PP/EAL?

A: There is some overlap with EAL and (potential) SEN children (2/6) and some of the EAL children are white British (2/6).

Q: Can PSED gains strategies be used to improve other areas for Black Caribbean children?

A: The children have made more progress in 'Making relationships' as this was a low area for them, struggling with turn taking and sharing. The free flow and exploring aspect of the EYFS helped them develop these skills.

EYFS Summer 1 – data

Improvement is good with 90% Chestnut class on track.

Q: Do the children understand the marking and how to progress and how is this checked?

A: Marking and presentation has been a focus: ensuring that teachers are using the policy correctly and consistently and that the children understand what the marking means. During lesson observations (by talking to the children) and book scrutiny, we are able to assess the impact of the policy. For example, the quality of next steps and how to support the children, whether to address a misunderstanding or whether to extend/challenge them further. This has been a focus during coaching sessions for the NQT. A focus on the presentation part of the marking and presentation policy has inspired the children to take more care with their presentation.

Q: Can you give an example of "challenge for our children who are working at Greater Depth"? How might they be extended and higher thinking skills developed?

A: Although the official 'Maths Mastery' is not being used, concepts from the mastery approach are being used. Therefore, the Greater Depth children are being challenged during lessons by expecting them to show a deeper understanding of a concept. They focused a lot on problem solving and reasoning during Summer 1 – especially for more-able children. Maths Mastery will be implemented officially from September for Reception and Year 1 and all staff are attending training.

Q: Two PP children attend the Exceeding EYFS club – how many should?

A: Two PP (out of 5) are working at 'greater depth' and only two were invited.

Q: Page 6 within the report is retrospective - will it be updated to reflect staffing changes?

A: The final column should have read Summer 1 and not Spring 1 therefore the case study is current.

Q: Have your reasons and strategies/interventions worked;

A: *Reading* - PP not performing in line with peers (PP – 50%, Non-PP – 74%) compared with a gap between EAL and Non EAL (EAL – 71%, Non EAL – 62%),

Reading – of the ten PP children in Year 1, 5 are working below the expected standard; all five children are in the same class; three of the children are underachieving; one boy is on the SEND register and one girl is being monitored for SEND.

There have been changes to the way EAL is reported through the census and therefore the number of EAL children has increased. Reporting children as EAL is now if they hear another language at home whereas previously it had to be another language as the first language at home. This has meant that children who only speak English but hear another language at home are now classed as EAL.

43 children speak other languages (EAL) and 24 Children have English as their first language (21 EAL in Year 1 and 22 EAL in EYFS).

This change will obviously impact the EAL data as children who were previously not EAL are now classed as EAL but may be fluent in English (speaking, reading and writing).

Maths - PP are not performing in line with peers (PP – 50%, Non-PP – 70%),

Gap between EAL and Non-EAL children (EAL – 57%, Non EAL – 75%),

What is the Summer 2 focus strategy for the 4 SEND pupils 'working below' (SEND 33%%, Non-SEND 71%)?

The Heads recognised that the Maths data in Year 1 is a concern but have identified, using the formative assessment grids, the areas that need to be a focus during Summer 2. Teachers are clear on what needs to be covered to ensure the Year 1 Maths curriculum has been covered.

Q: Is it possible to identify data representing more/most able children?

A: The most-able children are identified as working at GD on the assessment grids and there has been an increase in these numbers from Summer 1 data.

Q: Are there any that are also PP or EAL?

A: PP - 20% (2 children) of the PP children are working at Greater Depth (GD) in reading, writing, Maths and grammar.

EAL -

Reading – 67% (6 children/9) working at GD;

Writing – 33% (3 children/9) working at GD and

Grammar – 33% (3 children/9) working at greater depth.

Q: Are there strategies to extend/enrich learning for these children e.g. to develop leadership in a classroom context or learn with other most able children?

A: The children are 'set' in phonics, working in ability groups so that the GD children can be stretched. The data shows an increase in attainment for the GD children as children who were underachieving have been a focus. This will be a priority for the Academy Improvement Plan (AIP).

Q: Has there been any exclusions?

A: There has been one fixed day exclusion for one day.

La Fontaine

Q: KS1 – 2 Attainment Data as of end of Summer 1 for 2016-17 - Is Spelling, Punctuation and Grammar (SPAG) an issue for PP and SEND?

A: No, not so much of an issue. The way the tracking for SPAG is currently organised is such that it's looked at separately from Writing. Writing and SPAG tracking will be merged so it's more appropriate in terms of the way English is taught.

	<p>Q: Safeguarding - is online safety integrated or separate? Where are faiths, racism, bullying taught? How is checking validity and bias taught?</p> <p>A: Online safety is part of our Safeguarding Curriculum and is very much part of what we teach. Validity and bias is taught from Year 2.</p> <p>Q: Is there any pattern to pupils under 90% attendance or lower? Any parallels to Punctuality which seems worst for FSM and PP? Strategies?</p> <p>A: Yes, PPG attendance is lower. There are a lot of strategies being put in place but the impact hasn't been as positive as would have liked. This will continue to be a focus for 2017-18.</p> <p>Q: Behaviour and welfare data - Increased referrals and an increase in incidents – is this better reporting and what is the impact on coping, resources and strategies?</p> <p>A: Yes, there is a much clearer focus on identifying needs but also an increase in Social, Emotional and Mental Health (SEMH) cases, particularly with new children joining from other schools.</p> <p>Q: Was the discrimination incident resolved?</p> <p>A: There was one discrimination incident which was resolved. It was addressed with the family and it is addressed through the curriculum.</p> <p>Q: Have there been any Exclusions this year? Is the number of Exclusions fairly typical for a Primary School with this number of students? Is there any Governor involvement in Exclusions (e.g. a final review/warning meeting or an appeal against a Permanent Exclusion)?</p> <p>A: The exclusions relate to three children. One has now been permanently excluded, one has had a very positive outcome and the child isn't at risk any more, and the third one is being supported and is improving. The only reason we have had to exclude people has been to do with health and safety, in the sense that we've only excluded children when their safety and/or that of others have been at risk however the National data is unknown. CS was part of the exclusion meeting and has previously attended exclusion training.</p> <p>The Chair thanked the Heads for their thorough reports.</p>	
8	<p>Academy Improvement Plans (AIP)</p> <p>The AIP was addressed at the last Standards Committee. Governors discussed and agreed to input and update the AIP at the Governors day on 19 July 2017. This draft will be presented to the SGB meeting in September for ratification.</p>	
9	<p>Governor Monitoring Visits</p> <p>The Heads will draft targets and focus areas taken from the Governors' monitoring visit for the summer term. Action: Heads. Governors noted the Governors' Day in School has been scheduled for 19 July 2017 at Heathfield.</p> <p>The day will include meeting the parents and children, inputting to the draft AIP, and other areas already identified.</p> <p>Governors noted CS will be carrying out a safeguarding focus visit on Wednesday and the Chair had visited LFA. The feedback from the Chair was that there was a great sense of community at the school, a discussion around French curriculum and homework issues for working parents. She met with children from each class to cover the pupils</p>	2

	<p>voice. The children seem to have a clear understanding of behaviour chart, how to raise concerns should the need arise and marking. She also spent time with LSAs who came across as passionate about their work and the school. Good feedback was provided on communication and engagement with the SLT. Report outlining the above will follow in due course.</p> <p>When CS completed a safeguarding visit at LFA, after speaking with key staff he also felt there was a clear message to staff and they knew exactly who to go to and what to do. Example role plays were clearly a strength. The Site Manager mentioned some issues to think about when moving to the new premises. The Single Central Record (SCR) was good and everything matched up.</p> <p>A SEND visit to both schools is currently being arranged.</p>	
10	<p>Finance</p> <p>Governors noted the final Resources Committee minutes for 24 May 2017 were not ready for circulation therefore CS, the Chair of that Committee, ran through the items that were discussed, which were: -</p> <p>Heathfield</p> <ul style="list-style-type: none"> • Health and Safety audits with no immediate concerns; • Vehicle checks (two 'priority 3' recommendations); • Maintenance programme; • BM reports (new accounting systems); • Wrap-around-care; • Promotional leaflets to advertise the school; • Staff changes and • £65,000 under budget <p>La Fontaine</p> <ul style="list-style-type: none"> • No significant changes; • No agency staff; • PP & sports grants; • Risk assessments for new sites and F&Q for parents and • Mobile phone policy (circulated – no STEP wide policy). <p>Governors approved the 2017-18 budget for both Academies, which was recommended by the RC.</p> <p>Governors ratified the staffing structure for 2017-18 for both Academies.</p> <p>Heathfield</p> <p>Q: Why aren't there any increases for teaching staff?</p> <p>A: Understandably, exact pupil numbers are not known moving beyond 2017. The 2017-2018 budget has been drawn up in great detail, for example focusing on budgeting for exact utilities which are not currently known etc. In order to budget for subsequent years in terms of staffing, requires a great amount of detail and knowledge of "ghost" staff and is therefore extremely difficult and time consuming to predict. After discussion with Ben March it was deemed that the amount of time spent trying to work out these predictions was not of value. Pupil numbers for subsequent years have been input into the system as accurately as possible and therefore funding scenarios are correct and staffing will grow in accordance with pupil numbers. For the following years, whilst the Heads haven't forecast staffing, they are fully aware of funding in accordance with projected pupil numbers.</p>	

	<p>Q: How accurate are pupil number assumptions? A: Pupil number assumptions have been predicted as accurately as possible. Pupil numbers for current year 1 have been predicted to grow due to being on a permanent site/reputation etc.</p> <p>Q: Key Benchmarking Indicators for Pupil to Teachers Indicators Ratio (as at April) rises to 40.5 by 2019? A: For a new school you are funded on current/in-year pupil numbers. Established academies are funded on the previous academic year.</p> <p>For 2017 – the right number of children with the correct staffing structure has been included. For 2018/2019 and 2019/2020 the staffing hasn't changed but the number of children continues to grow.</p> <p>Q: Plans for parent/carers in debt? A: The debt that exists with STEP Zone is due to some parents paying on a monthly basis and either by the start/end of each month according to their pay day so we don't actually have any debt or persistent debt therefore there are no concerns.</p> <p>Action from Part B minutes: Heads at HA to re-calculate and gain approval from Thomas Scrace regarding a financial matter.</p> <p>La Fontaine Q: Number of paid meals served decreased from 828 to 324. What does this mean? A: In April 2017, we were in school for only 9 days and therefore the number of meals served decreased. During March, we had 23 days in school.</p> <p>Q: We will have a small deficit this year and forecast a small deficit next year. Are there any actions we can take to eliminate the deficit next year? A: The current budget shows an in-year deficit which will be eliminated before the end of the financial year and the year will close with a balanced budget. Moving forward, there are financial difficulties that the school will face, there are plans to manage this, which include:</p> <ul style="list-style-type: none"> • Checking that the school is receiving all of the money we are entitled to; • Researching to see if there are any additional grants or schemes that can be signed up to / bid for, to provide additional income or a service at no cost; • Close scrutiny of all purchases, obtaining best value for money; • Share best practice actions and strategies that STEP schools are using to save money and raise extra income; • Review our charging policy for lettings; • Review current lettings to ensure that they comply with the charging policy and explore the potential for additional lettings. <p>Governors discussed, agreed and ratified the recommendation from the RC for La Fontaine Academy to increase current part time Deputy role to full time to enable the role lead on French. This was as a result of feedback from parents.</p>	3
11	<p>Standards Governors received a report from the Standards Committee (SC) Chair held on 10 May 2017 and highlighted:</p>	

	<ul style="list-style-type: none"> • The meeting was moved to 10 May due to being so close to the Easter holidays which prevented paperwork from being submitted on time; • It was JH's and EA's first meeting; • An experienced stand-in clerk attended; • Question and Answer discussion on data reports was useful; • Pupil premium case study; • Discussions around staff supporting a child with complex emotional needs to new clubs and technology including problem solving; • Aspects of SEND - the new way of reporting EAL children for the census; • Impressed with the phonics outcomes; • Debate about PUPAC in the classroom; • STEP inclusion policy and • Head of Standards evaluation pro-forma. 	
12	<p>Parent Teachers Association Heathfield will look at developing their PTA when they commence on their new site.</p> <p>La Fontaine has been very busy. There is an appointed Committee where they have drafted a programme of work for the coming year. The next focus will be the summer fair and then Bastille Day. They get a lot of support from the PTAUK. Fundraising has been a real focus.</p> <p>Parental Governance Scheme was talked about within the Resources Committee where parents sign up to regular voluntary contributions to help the school's finances. Parent Pay has a facility to donate money and some parents use this which goes directly to the PTA funds.</p>	
13	<p>Communication with parents and Community There is a 'WhatsApp' group at LFA for some classes to share areas with each other however this may not work for Governors.</p> <p>It may be possible to include parents during Governor focus visits and include 'Governors' surgery' at coffee mornings.</p>	
14	<p>Parental Engagement EA gave a presentation around parental engagement and Governors took part in activities around 'what is parental involvement?', 'why is it so important?' and 'do parents what to get more involved?'.</p> <p>EA informed Governors about the different clubs that run on a regular basis e.g. choir, shoe box appeal, camping.</p> <p>EA was thanked for her enlightening presentation.</p>	
STEP Ahead – We invest in our future		
15	<p>Feedback from the STEP Board of Trustees Governors noted the minutes of the STEP Board of Trustees held on 24 April 2017.</p> <p>PG gave an update on key developments for the STEP Academy Trust which included:</p> <ul style="list-style-type: none"> • Ofsted inspections taken place and • There will be a new Chair and Vice Chair of the Board. <p>Governors noted that the Summer meeting of the STEP Board of Trustees is scheduled for 17th July 2017. At that meeting a decision will be made regarding restructuring</p>	

	<p>Governor meetings to remove the Committee element. PG asked for comments so he could take to that meeting.</p> <p>Q: A Governor felt the previous minutes looked as though STEP Board had already decided that the SGB Resources Committee will be replaced by a Finance Governor. If that is the case, has the STEP Head of HR and Governance expressed a view on this?</p> <p>A: Thomas Scrace, Head of HR, has been party to the proposed changes.</p>	
16	<p>Proposal for removal of Committees, impact of work and Impact Statement</p> <p>Governors read the proposal to remove Committees from the STEP’s governance structure and highlighted:</p> <ul style="list-style-type: none"> • It is a lot of work for one Governor - would it be better to appoint more Governors to spread the workload; • Risk of undermining Governors’ collective responsibility for areas; • Governors’ experience in different fields may give different views on issues; • More time will be spent in SGB meetings on Resources and Standards; • How feasible will longer meetings be to cover work in termly SGB; • Relying on one Governor for a Committee’s work could hamper succession planning; • Finance Governors’ availability (work, family or sickness); • Finance Governors from other SGB to meet and discuss issues; • No minutes to evidence work or challenge to statutory areas; • RC broad remit under the Scheme of Delegation, including Finance; Premises; Performance Related Pay; Personnel; Risk Management; and Health & Safety: some schools have two or three separate committees dealing with these issues and it is unlikely that a single Governor will have sufficient experience in all of these areas; • There is a lot of duplication from Committee to SGB to bring Governors up to speed; • HT reports may be three times a year with specific focus – there may be a STEP way; <p>Q: How often would SGBs meet?</p> <p>A: The SGBs would meet half termly. Governors mentioned the paperwork would be at a high level and felt it would be unacceptable and as a new school all areas will increase.</p> <p>Q: What is the next step?</p> <p>A: All comments made will be discussed at the Board meeting and decisions will be communicated to everyone.</p> <p>The Annual Impact Statement for the SGBs work over the year will be looked at during the Governors Day along with improvements and changes for the forthcoming academic year.</p>	
17	<p>Governing Body Training</p> <p>The Chair attended the recent RAISEonline course provided by STEP and would recommend this to all Governors. Action: Clerk to add this to the training record. Governors will book onto the Safer Recruitment course which can be completed online and is on the DfE website.</p> <p>There were no training needs identified for 2017-2018.</p>	4

	STEP Governor Training for the next academic year will be available shortly.	
18	<p>Correspondence to the Chair La Fontaine</p> <p>The Chair reported she had two issues which were:</p> <ul style="list-style-type: none"> • How does the school cater for most-able children? SC did some work on this and the parent was informed accordingly and • Government funded lunches on days when children go swimming – this was resolved by linking in with the Catering Manager and giving plenty of notice. <p>It was mentioned that this school is the only school that provides swimming to Reception aged children.</p>	
19	<p>Minutes</p> <p>Governors agreed and approved the minutes of the meeting held on 1 March 2017. The Chair signed the document and gave it to the Clerk for the school file.</p>	
20	<p>Matters Arising from the Minutes</p> <p>There were no ‘matters arising’ that have not already been addressed earlier in the meeting.</p>	
21	<p>Any Other Urgent Business</p> <p>There was no ‘any other business’ to discuss.</p>	
22	<p>Meeting Impact</p> <p>EA will consider a parental engagement ‘survey monkey’ to gain input from parents. CS will give login details to EA.</p> <p>Governors considered this to be a full agenda and some interesting discussions were had.</p>	
23	<p>Meeting Dates</p> <p>The Governance Team will publish the 2017-18 meeting dates after the Board meeting have approved the revised dates.</p>	
24	<p>Publication of Minutes</p> <p>Governors considered some areas within items 7 and 10 to be declared confidential and recorded in the Part B – Confidential minutes.</p>	

No.	Action	Lead	Status
1	Governors to speak with parents to promote the role of the Parent Governor which may include a short resume – dates to be sent to CS.	Heads	Open
2	Draft targets and focus areas to be taken from the Governors’ monitoring visit for the summer term ready for presentation at the Governors’ Day.	Heads	Open
3	HA to re-calculate staff discounts for breakfast club and after school club and gain approval from Thomas Scrace.	Heads	Open
4	Recent training attended to be added to the training record. ID - RAISEonline course provided by STEP.	Clerk	Open

Signed as an accurate record of the meeting	
Chair’s signature	
Chair’s Name	Isabelle Dennigan
Date	