



Brockenhurst Church of England Primary School And Pre-School

Full Governor Board Meeting

On Monday 20 January 2025 at 4.30 pm

MINUTES

<p>Present: Vicky Wales (VW) Foundation (Chair) John Littlewood (J Li) Headteacher Denis Dooley (DD) Co-opted Julie Edwards (JE) Co-opted Corrie Norris (CN) Parent Governor Jo Plummer (JP) Foundation Kevin Plummer (KP) Local Authority Lisa Prichard (LP) Staff Governor Andy Simmons (AS) Parent Governor Chris Willsher (CW) Co-opted Governor</p> <p>In Attendance: - Tracy O'Connor LA Clerk</p>	<p><u>Apologies</u> Simon Newham (SN) Ex-Officio Foundation</p>
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The meeting was Quorate throughout and commenced at 4:30 pm.

Blue type indicates Governors fulfilling their core function of holding leaders to account for the educational performance of the organisation and its pupils, and the performance management of staff.

<p>Presentation – SEND – Julie Edwards</p> <p>Profile of the school</p> <p>Children are on the SEND register in all year groups including Pre-School.</p> <p>However, unless under an EHC plan, or under external agency targets (eg. speech & language targets -SALT) we place children from Pre-school and year R on a monitored Watch List rather than the SEN register. This is because rapid changes in development can occur across this age range.</p> <p>We have children on the SEN register in all 4 areas of need:</p> <ul style="list-style-type: none"> • Communication & interaction • Cognition & learning
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- SEMH (social, emotional and mental health difficulties)
- Sensory and/or physical needs

The SEN Register is flexible- the intention is for children to come off it!

Budget allocation – how is it spent?

High needs Funding – this funding is targeted 1:1 funding for a specific child. We currently have 1 child with an EHC plan. We have one child in Pre-School who’s EHC request is proceeding to the issuing of a plan. They are funded through ISSO (Early year) funding. We have 1 child that we have been funding since year 1 out of the SEN budget. This child’s EHC has recently been submitted. We have children currently being investigated, who may require an EHC request placing this year.

SEN allocation:

This is spent in the main on Teaching Assistants (TAs), resources and screening/intervention packages.

TAs are allocated to each class in the morning. Their role is to support SEN and vulnerable children as a priority, at the point of need. This is detailed in their performance management targets.

In the afternoon some TAs are employed to deliver targeted interventions (these link to progress checking) in:

- Reading
- Maths
- We currently have no capacity to support writing interventions as the focus has been on Phonics and Reading in the last year and this will continue.

Current External Agencies – liaised with

- Educational Psychology service
- Speech & Language Advisory service (4 children in YR, 2 waiting to be assessed)
- Visual impairment Advisor (1 child)
- CAMHS (numerous children)
- School nurse
- Children’s Services
- EMTAS
- Physical Disability advisor (1 child pending YR in September)

I attend:

- SENDCo Circle network (1x per half term)

- NFLA SENDCo Group (1x per term)
- Mental Health Forums run by CAMHS (when I can)
- PACE events run by CAMHS
- SEND Conference annually

Speech and Language

The complexities of need are increasing (reflecting a national picture) and being picked up earlier at our school eg. Pre-School.

Wait time to be assessed has improved, it is now about 12-16 weeks.

We have been proactive rather than reactive in managing this:

Our TA (who is a trained teacher) completed her ELKLAN training funded by the school.

She is working with children with SALT targets 1x per week and overseeing delivery of SALT expectations by Teachers/TAs in class.

Another TA is delivering Speech Links screening to identify early in the school any child who needs specific intervention (completing Y1 and moving to YR, any new children who arrive, and those who arrive at the school on SEN support).

Autism in girls – masking

We are seeing an increase in parents concerned that their daughters are ‘masking’ autism.

We used to be able to refer to Child Wellbeing Practitioners, but these have been taken back to GP Hubs.

CAMHS want evidence from both home and school settings, and this can be quite tricky to ascertain and gather .

Reducing the gap

Progress Checking: this is now split over 2 days per term – one for Reading and writing, one for maths with SENDCo and head in attendance (where possible).

Focus by all teachers and subject leaders is on the bottom 20% in each class. This will vary in a class according to subject. It isn’t necessarily SEN children.

SLT and teachers are looking at the marking system- if we flash a learning objective orange what is being done to fill those gaps for children?

Any child placed on the SEN register at Brock has specific needs, they are not just ‘underachieving children’.

Quality First teaching and in class adjustments are our first line of attack, followed by specific targeted interventions where required and referrals to external agencies for support.

Opportunity cost- we have spent considerable time and thought on this in relation to our children.

New Forest Learning Alliance

A joint inset was held with the NFLA.

The HT and JE met Kit Messenger attended a Headteacher's briefing where they met Kit Messenger, tutor - Curious not furious empowering children to be at their brain best.

The Educational Psychology service now undertake dynamic assessments – looking at the strengths the children have and how to improve their outcomes.

Successes and Challenges

Successes:

- So far all referrals for EHC plans have been successful.
- Our new school Speech & Language therapist was very impressed that we had invested in ELKLAN training, Speech Links and Infant * Junior Language Links packages, and how quickly we are getting back to her asking for new targets.
- Stareway to Spelling- evidence further up the juniors that it is having a positive impact on children's spelling.
- Dyslexia Gold package – convergence insufficiency- the children are saying unequivocally that it is making the act of reading easier for them.
- The Hertfordshire Reading fluency group is having a positive impact on reading levels in KS2 and the Little Wandle reading intervention has started this year in Y3.

Our teachers and TAs know their children incredibly well and constantly strive to improve outcomes for children with SEN.

Challenges for me:

- Time pressures
- Meetings with parents who are seeking diagnosis or require support are increasing.
- The time it takes from referral to action across the external agencies .

Why do we do it?

- To empower our children to believe that they can achieve.
- For them to know that we are there to support them.

	<ul style="list-style-type: none"> • To provide our children with a safe and nurturing place where they want to be, to enable them to thrive. • To give our children the very best chance in the next phase of their education. <p>Final thought..... The SEND challenges nationally and locally are tough, we are expected to do far more with far less, but we have to hold onto the fact that children are at the heart of what we do- when we get it right the difference we make to a child's future can be immense.</p> <p>Q: You say again the challenges are time constraints. Do you think it is time that you had an assistant – someone who could help with chasing up? That would be positive however it would be difficult. A lot of information gathering is collected from different teachers and sources and then JE collates the information together. This would be difficult to delegate. Some of the processes of chasing things up could potentially be delegated but handover would take time. Where possible JE does receive assistance.</p> <p>Q: At what extent do and can the parents get involved so that the children get support at home? If a child needs a referral parents need to gather evidence at home. Parents are aware of strategies and targeted approaches that are taking place at school. Parents are wanting to support. The class teachers role is to communicate and implement strategies with parents. JE explains the processes.</p> <p>Q: How bad are the time constraints? There are peaks and troughs. It can affect the teaching work which can be disruptive.</p> <p>Q: The long referral waiting lists – is this something that the school could change? It is generally waiting for replies there is nothing more in-house that can be done to make it faster.</p> <p>Q: Is there anything else from Governors that they can do to support? JE is very aware that she is well supported.</p> <p>JE was thanked for her informative presentation.</p>	
		Action
1.	<p>Welcome, Prayer and Apologies</p> <p>The agenda and supporting documents were circulated to the FGB prior to the meeting to enable questions to be prepared.</p>	

	<p>The meeting opened with a prayer.</p> <p>Chris Willsher, Co-opted Governor was welcomed to his first Governor meeting.</p> <p>Apologies were received and accepted from Simon Newham.</p>	
2.	<p>Declaration of Business and Pecuniary Interests</p> <p>2.1 To record any business, pecuniary or personal interest on the agenda items.</p> <p>There were no new declarations of business or pecuniary interests declared relevant to the agenda.</p>	
3.	<p>Minutes of Last FGB Meeting – 2 December 2024</p> <p>3.1 To agree and sign minutes of previous meeting</p> <p>3.2 Matters arising and action points (Action points below)</p> <p>The minutes of the FGB on 2 December 2024 were an accurate record of the meeting and were approved by the Chair.</p> <p>AP1: Chair to sign Approved FGB Minutes 2 December 2024 and forward to Clerk to upload to HSS.</p> <p>AP2: Clerk to send Winchester Diocese approved copy of the finalised minutes – 2 December 2024. Completed.</p>	<p>Chair</p> <p>Clerk</p>

	Action Points – FGB 2 December 2024	Who
1.	Chair to sign Approved FGB Minutes 21 October 2024 and forward to Clerk to upload to HSS. Completed	Chair
2.	Clerk to send Winchester Diocese approved copy of the finalised minutes – 21 October 2024. Completed.	Clerk
3.	Could the children (year 6) write an article for the Parish Magazine? It was suggested that photos of the library could be included – carried forward	HT
4.	New Strategic Plan – agenda item January 2025 – discussion and themes to be outlined.	Chair/Clerk
5.	LP to speak with staff about Governors and some pupils conducting an awesome walk around the school. Carried forward LP has spoken to the School Council and the feedback has been positive. Jo, Andy, Chris and Corrie to liaise with LP to undertake an awesome walk.	LP

6.	LLPR report and IDSR to Governors for January meeting. Agenda item.	HT/Clerk
7.	May agenda – review Pupil Premium Statement.	HT/Clerk
8.	Pupil Premium Statement to be uploaded to school website. Completed	HT
9.	Sports Premium Statement to be uploaded to the school website. Completed	HT
10.	JE to contact Richard Wharton to arrange a meeting to discuss Vision and Values. Feedback to FGB Spring 2 meeting – 10 March	JE
11.	Monitoring Collective Worship - HT to issue the evidence format sheet. Completed	HT
12.	VW to complete link form – Little Flames. Completed	VW
13.	SN to speak with the RE Lead – link to Rwanda. A meeting has been arranged.	SN
14.	Whole School Worship – link to Rwanda, updates and what education looks like in Rwanda.	HT/SN
15.	Spirituality Statement within the Curriculum Statement – working group to review with Richard Wharton. Feedback to FGB Spring 2 meeting – 10 March	Working group
16.	SN – nominate Foundation Governor to start in September 2025.	SN
17.	Agenda item – review Curriculum Link Governors	All/Clerk
18.	CN to book Induction for Governors training. Completed	CN
19.	KP to arrange a H&S walk with David. Scheduled	HT/KP
20.	HT to feedback to staff from governors – congratulations and thank you for their hardwork with the Christmas fayre. Completed	HT
21.	Newsletter – HT to provide feedback re swimming. Completed	HT

22.	January agenda item – strategic plan	Chair/HT/Clerk
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4.	<p>Head Teacher’s Report (written)</p> <p>4.1 Current challenges and celebrations 4.2 Attendance report by groups 4.3 Report on non-teaching staff appraisal and pay 4.4 Pre-school occupancy</p> <p>The current challenges, celebrations, attendance and SEND update are contained with the HT Report.</p> <p>Governors were invited to ask questions.</p> <p>Q: Is a teacher leaving? There is a teacher vacancy that will be advertised next September? Miss Michael left in July and we have been using In-house cover. The position has now been advertised for a September start and internal and external candidates will be able to apply.</p> <p>Q: Budget – Has the Headteacher received notification that there will be no Sports funding? Headteachers are advised only if the funding will be received. The funding needs to be received in January ready for budget review in February. No notification has been received and therefore we assume it will not be coming.</p> <p>Q: As the Government is discussing free breakfast clubs has the Headteacher heard anything? A trial document is due to be released soon but nothing has been heard to date.</p> <p>Q: If the school had to implement free breakfast clubs do you think there would be more uptake or do you think the children already attending would get the club for free? Due to start times it would probably be the children already attending who would get the club for free.</p> <p>Q: Pupil Premium attendance – has this increased slightly? It has slightly increased and is due to 2 children. The target is 96% and over. The school aim for 97%.</p> <p>Councillor Forster was invited and visited the school today. Councillor Forster is the portfolio holder for education in Hampshire. The visit was very positive.</p>	
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The non-teaching staff appraisal and performance management have been completed.

The Headteacher advised the FGB that an Ofsted registration visit had taken place for the nursery – under 2s. The inspection was very vigorous and thorough. All checks have been made and completed. The nursery has full Ofsted approval now. All training and staffing has been completed. The nursery is now officially open and available 48 weeks a year. Brockenhurst is now officially 6 months to 11 years. Congratulations were given to the Headteacher and team a lot of work has been completed.

5. **DATA**

Phase 1 data review by groups

The data was shared with the Governors.

	Strengths	Areas for development
Pre-School	Key children with additional needs identified, supported and assessed to include them Provision wide, varied and purposeful for all aspects of learning and needs	Nursery provision with adaptation of theme to age of children
YR	Drawing club – Teacher reports it is having an impact on approach and engagement for less confident writers	Evidence of learning through Tapestry Wider provision of varied and purposeful tasks to engage children and learning
Y1	Phonics development through overlearning Pupil premium children are achieving well and within ARE expectation	Adaptation of groups for SEND who have specific needs - especially speech and language
Y2	Maths is a real strength with books reflecting this also Oral comprehension skills are strong	A large proportion of pupil premium children within 'close to' will be targeted to ensure they can be secure
Y3	Maths progress very secure with development in place value and four operations Little Wandle fluency group progressing	Writing a key focus based on sentence structure and handwriting
Y4	Reading retrieval is strong with all at an oral level and developing in written form Problem solving steps developing well	Key group in writing needing specific support in structure and handwriting - intervention in place

Y5	Small group reading comprehension work closing the gap In class overlearning securing maths facts	Confidence and language breakdown for a small group who respond with support	
Y6	Greater depth establishing well Pupil premium on course for mostly ARE	Bespoke maths groups for targeted areas of need – unsecure knowledge	
<p>All areas of development have actions set based around them which have been co-created and shared in-house</p> <p>Overall strengths: Phonics and spelling groups having impact in group and within work Small intervention groups for reading/maths are closing the gap to ARE Resources and staff are deployed efficiently with impact</p> <p>Overall area for development: Sentence structure and handwriting focus as key expectation Speech and language intervention and guidance from external support (national issue)</p> <p>Q: Volunteers come into the school to help with reading could you have volunteers to come in and talk with the children and ask every day questions?</p> <p>AP8: Volunteers to talk with the children and ask every day questions – HT to discuss with year 1 and 2 and to consider for reception class . HT to include in the Newsletter.</p> <p>Q: Writing – KS2 boys is weak is this a national concern?</p> <p>The school are above National. When children reach year 5 and year 6 they are generally more confident with their writing.</p> <p>A governor noted Year 6 are extremely strong. It is important to celebrate success. The results are excellent.</p>			
6.	<p>LLP Report and IDSR</p> <p>The Report was shared with the FGB.</p> <p>Q: Do you think the Report reflects the school? The Report is written very concisely. Some areas of focus are about County. The age range of the school has changed (9 months – 11 years) so has the context of the school and therefore the training has changed. This has been identified already as a challenge.</p>		HT/LP

	<p>The Report is fair and provides advice. The Report has made them think and reflect on areas which is always positive to do.</p> <p>IDSR – Inspection Data Summary Report</p> <p>The IDSR is a document showing data - school and year group characteristics, ethnicity, SEN characteristics, staffing, absence, exclusions and attainment.</p> <p>The HT provided feedback to the Governors. There were no concerns or surprises.</p>	
7.	<p>Budget and Finance</p> <p>There are 2 key elements –</p> <p>Staffing – as discussed previously in the minutes the school are looking to recruit and to maintain the current staffing. The school want to ensure they get the best quality for the children.</p> <p>Pre-school – expanding into a nursery. The nursery will now start to bring in revenue.</p>	
8.	<p>Safeguarding</p> <p>The Safeguarding Plan has been updated.</p> <p>No safeguarding issues have been raised.</p>	
9.	<p>Staff Wellbeing</p> <p>Staff have had a nice break over the Christmas period. The fruit received from the Governors was well received.</p> <p>A concern has been raised that some staff are receiving emails from parents late at night or at weekends. Also some of the emails are abrupt and discourteous. Governors were extremely disappointed to hear this. This is not ever acceptable. The HT was tasked with working with the SLT on what is the best way forward. It is a luxury that parents have direct access to teachers and if things do not improve this opportunity will need to be reconsidered.</p> <p>AP9: HT to remind parents of the expectations that should be followed if they are going to email teachers.</p>	HT
10.	<p>Strategic Planning and Discussion</p>	

New Strategic Plan

The current Strategic Plan (long term plan) was reviewed and areas identified that they wanted to take forward. SLT and staff have worked together to develop the Plan.

It was agreed that there would be 3 overarching ambitions.

To be the destination school and pre-school of choice for children in our local area from 6months to 11 years.

We will know we have achieved this by:

- An offer based on a continuous curriculum for all children from 6months to 11 years.
- Pupil numbers remain competitive through our reputation in the local community.
- Our offer is inclusive and provides enrichment enabling all children to thrive.

To expand local and global partnerships developing citizenship skills in all our children.

We will know we have achieved this by:

- Feedback from the wider and international community recognises the commitment and contribution made to the partnerships by the school and pre-school.
- Our children develop their awareness of others and want to make a difference.
- Firm links are in place with communities in Rwanda and New Zealand.

To equip our children for the next stages in their learning and skills for life.

We know we will have achieved this by:

- Providing quality first teaching in all areas with rigorous and reflective assessment.
- Our children experience a strength based curriculum and develop a love of learning.
- Our children develop resilience through the learning of life skills.

Q: Where will the plan be published?

Large boards at the front and side of the school and on the website. At Easter the plan will be revisited. The new plan will be included with the Prospectus.

	The plan will be sent to parents in the summer term and they will be asked for feedback.																	
11.	<p>Governor Matters</p> <p>11.1 Constitution/succession planning</p> <p>1 x Co-opt Governor vacancy</p> <p>The Chair reminded the FGB that there is still a vacancy and if anyone has any nominations please let the Chair know.</p> <p>11.2 Governor Link Visits</p> <p>SEN – VW completed a visit.</p> <p>PSHE/Jigsaw – AS completed a visit. It was observed that the delivery was excellent and well structured. The children were very engaged.</p> <p>PE visit – AS - scheduled.</p> <p>11.3 Governor Training</p> <p>There is a Governor Services briefing (virtual) about the Hampshire Catering Service which will end in 2026.</p> <p>11.4 Governor feedback from any other meetings</p> <p>There was no feedback from any other meetings</p> <p>11.5 Approve Inset Days</p> <p>Days will be approved in March.</p> <p>11.6 Review Curriculum Link Governors</p> <p>Curriculum Link Governors were agreed as follows –</p> <table border="1"> <thead> <tr> <th>Area</th> <th>Governor</th> </tr> </thead> <tbody> <tr> <td>Art</td> <td>Corrie Norris</td> </tr> <tr> <td>DT</td> <td>Vicky Wales</td> </tr> <tr> <td>English</td> <td>Jo Plummer</td> </tr> <tr> <td>Humanities (Geography/History)</td> <td>Chris Willsher</td> </tr> <tr> <td>IT</td> <td>Chris Willsher</td> </tr> <tr> <td>Maths</td> <td>Denis Dooley</td> </tr> <tr> <td>Modern Foreign Languages</td> <td>Corrie Norris</td> </tr> </tbody> </table>	Area	Governor	Art	Corrie Norris	DT	Vicky Wales	English	Jo Plummer	Humanities (Geography/History)	Chris Willsher	IT	Chris Willsher	Maths	Denis Dooley	Modern Foreign Languages	Corrie Norris	
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	Science	Simon Newham	
	Sport	Andy Simmons	
	Community and Business	Denis Dooley	
	Data Protection	Kevin Plummer	
	Development and Training	Vicky Wales	
	Early Years including Pre-School	Vicky Wales	
	Health and Safety, Finance	Kevin Plummer	
	Pupil Voice	Simon Newham/ Julie Edwards	
	Safeguarding	Vicky Wales/Jo Plummer	
	SEND	Vicky Wales	
	Staff Wellbeing	Simon Newham/Jo Plummer	
	<p>11.7 Agree decision regarding Advice, Support and Training subscription 2025/26 to Governor Services – Deadline to notify if no longer wish to subscribe 14 February 2025</p> <p>The FGB agreed that they would continue with the Governor Services Advice, Support and Training subscription 2025/26.</p> <p>11.8 Agree decision about LA clerking service and agree contracted hours by 14 February 2025</p> <p>6 x Admin 7 x FGB = 70 hours 3 x HTPM = 21 hours Total hours = 97 hours</p> <p>The FGB agreed to continue with the LA Clerking service and agreed the contracted hours.</p> <p>AP11: Clerking Service - Clerk to complete form and send to Governor Services. Completed</p>		
12.	Health and Safety (Verbal Update)		
	12.1 Site Walk		
	The site walk has been scheduled.		

Clerk

	<p>12.2 Training</p> <p>Online training is being completed by David – manual handling and H&S.</p>	
13.	<p>Parent Governor Feedback (Opportunity for parent governors to inform Governing Body of any particular issues)</p> <p>There was no Parent Governor feedback.</p>	
14.	<p>Documents and Policies for review and approval</p> <ul style="list-style-type: none"> • Grasshoppers Operational Manual including policies – Approved • Marking and Feedback Policy - Approved • Complaints Policy - Approved 	
15.	<p>Correspondence</p> <p>All correspondence received has been resolved.</p>	
16.	<p>Items to Consult/Inform Parents</p> <ul style="list-style-type: none"> • Strategic Plan • Governors response – emails from parents to staff 	
17.	<p>Dates for future meetings</p> <p>HTPM Wednesday 5 March 2025 at 8.30 am</p> <p>FGB Monday 10 March 2025 at 4.30 pm</p>	
	<p>Impact Statement</p> <ul style="list-style-type: none"> • Reviewed the LLP report and future actions • Agreed the Strategic Plan • Verified Milestone 1 data and interventions • Received SEN presentation 	
	<p>The Chair thanked everyone for attending and for their valued contributions.</p> <p>The meeting ended at 6.30 pm.</p>	

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4.	May agenda – review Pupil Premium Statement.	HT/Clerk
5.	JE to contact Richard Wharton to arrange a meeting to discuss Vision and Values. Feedback to FGB Spring 2 meeting – 10 March	JE
6.	Spirituality Statement within the Curriculum Statement – working group to review with Richard Wharton. Feedback to FGB Spring 2 meeting – 10 March	Working group
7.	SN – nominate Foundation Governor to start in September 2025.	SN
8.	Volunteers to talk with the children and ask every day questions – HT to discuss with year 1 and 2 and reception. HT to include in the Newsletter.	HT/LP
9.	HT to remind parents of the expectations that should be followed if they are going to email teachers.	HT
10.	Inset Day Approval – March agenda	Clerk
11.	Clerking Service - Clerk to complete form and send to Governor Services. Completed	Clerk

Roles and Responsibilities

Area	Governor
Art	Corrie Norris
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Health and Safety, Finance	Kevin Plummer
Pupil Voice	Simon Newham/ Julie Edwards
Safeguarding	Vicky Wales/Jo Plummer
SEND	Vicky Wales
Staff Wellbeing	Simon Newham/Jo Plummer

Committees	
Headteacher Performance Management John Littlewood Vicky Wales Simon Newham Kevin Plummer Tracy O'Connor (Clerk)	Pay Committee John Littlewood Jo Plummer Kevin Plummer Vicky Wales

MINUTES APPROVED

SignatureVicky Wales.....

Name (PRINT)VICKY WALES.....

PositionChair.....

Date12/3/25.....