



To be the best we can be ..

**BOUGHTON-UNDER-BLEAN & DUNKIRK (METHODIST) PRIMARY SCHOOL
MINUTES OF A MEETING OF THE FULL GOVERNING BOARD
HELD AT THE SCHOOL ON MONDAY, 24TH NOVEMBER 2025 AT 1 p.m.**

PRESENT:

Reverend R Bending	Mr J Bennett
Mrs H Gardner	Miss A Jordan
Mrs J Mayer (Chair)	Mrs K Petts
Mr G Sample	Mr S Way (Headteacher)

IN ATTENDANCE:

Mrs D Stryzyk (Governance Professional)
Mrs S Whittaker (SENCo) – for part of the meeting

Item	Minute	Action
PROCEDURAL		
1.	<p>Welcome and Prayers</p> <p>a) Chair's Welcome</p> <p>The Chair welcomed everyone to the meeting.</p> <p>b) Prayers</p> <p>Reverend Bending led Governors in a prayer.</p>	
2.	<p>Quorum</p> <p>The meeting was confirmed as quorate.</p>	
3.	<p>Apologies for Absence</p> <p>Apologies for their absence had been received from Mrs C Clayson (work commitment), Mrs B Feast (caring for poorly grandchild and recent bereavement) and Mrs T North (also work commitment). The governors' apologies were accepted.</p> <p>The Chair advised that Dr. K Gee had tendered her apology for this meeting plus the next two meetings for terms 3 and 4 due to workload and commitments. Also, she did not feel able to fulfil her monitoring duties nor any training, although she had offered to help Governor (TN) in the preparation for monitoring visits. Following a discussion, Governors agreed to accept Dr. Gee's apology for this and the next two meetings of the Board. Dr. Gee would resume governing board duties at Easter.</p> <p>Governor (JB) agreed to monitor Behaviour & Attitudes (including Attendance) alone. Governor (KG) offered to have Governor oversight/monitoring of Greener Governance</p>	

	<p>strategies at the school. The Chair understood the school had done some work on that already.</p> <p>The Chair undertook to schedule a catch-up meeting with KG prior to her intended return at Easter.</p> <p>A Governor enquired if her monitoring partner (TN) had been consulted. The Chair advised KG had spoken with TN who was happy to accept the offer of help preparing for monitoring visits.</p>	
4.	<p>Declaration of Business Interests</p> <p>a) Declaration of Conflicts of Interest</p> <p>Governors were invited to declare any potential conflicts of interest against any of the agenda items for the meeting. None were received.</p> <p>b) Recording of Conflicts of Interests</p> <p>The Governance Professional reported all Governors have completed the annual update to their business, familial and pecuniary interests on Governor Hub with the exception of KG.</p> <p>c) Compliance Checks</p> <p>All Governors have completed the required compliance checks with the exception of KG.</p> <p>Action: Governor (KG) to complete compliance check confirmations and update business interests for this academic year.</p> <p>d) Publication of Governors' Business Interests</p> <p>The Governance Professional advised Governors' business interests needed to be published on the school's website. She had provided the school office with the information.</p>	KG
5.	<p>Governing Board Membership</p> <p>No governors' terms of office were due to expire in the coming months.</p> <p>Foundation Governor Vacancy x 1</p> <p>There remained a Foundation Governor vacancy.</p> <p>Mrs Feast's current term of office as a foundation governor was due to expire in June 2026. Governors were advised Mrs Feast had indicated that she did not wish to extend her current term of office.</p> <p>The Methodist Minister and Ex-officio Governor (RB) advised that she had explored a Governor's contact from the Salvation Army who had indicated to her that they do not have the capacity to do the role at this time. The Ex-officio Governor suggested the Board write to the Secretary of the Methodist Circuit, Mrs M Dobson. She undertook to email the Chair the contact details.</p>	

8. Headteacher's Report/School Improvement Plan and Governors' Monitoring Visit Reports

Governors confirmed that they have read the reports prior to the meeting.

a) School Roll, Organisation and Staffing Updates

There were currently 210 pupils on roll.

Staffing updates were detailed on page 1 of the Headteacher's report.

b) Inclusion

The Annual SEND Report and SEND Policy had been shared with Governors in advance of the meeting. There would also be a presentation by the SENCo on the topic of SEN provision/the community of schools model during the meeting.

SEND Governor's Report (TN)

The SEN Governor's report dated the 13th November 2025 had been shared with Governors. The focus of her visit had been to look at how the school was ensuring a co-ordinated, consistent and inclusive approach to SEN provision across the school community.

There were no questions arising from the report.

c) Quality & Standards of Education

Information Data Summary Report

The Information Data Summary Report, which compared the school's performance with that of other schools locally (Kent) and nationally, had been shared with Governors in advance of the meeting. The school was above Kent and national in combined Reading, Writing and Maths at Expected in the end of Key Stage 2 standard assessment tests. 82% of pupils achieved Expected in Reading and Maths. Governors were delighted with the school's performance in the tests.

Quality of Education Governor's Report (GS/BF)

Governors noted the school's fantastic 11+ results. The Headteacher advised seventeen out of the class thirty had passed the Kent Test (seven out of the nine taken to appeal had been successful). A Governor asked if there was any support for the two pupils whose appeals had not been upheld. The Headteacher advised that he had spoken with the children's parents. A total of 23 children had taken the test but not all were taken to appeals because evidence in their workbooks was not there. There were many good things going on with Maths, the quality of Maths had fed into the appeals process which demonstrated good evidence of challenge and quality of work at the higher end. The cohort was very bright.

The Quality of Education Monitoring Governor advised their visit focus had been on Maths. Their visit report dated the 13th November had been shared on Governor Hub prior to the meeting. Governors had seen how pupils were challenged in their work. The Headteacher explained, when going through the appeals process, a child may be

held back by the work they were not given to do; whereas at Boughton & Dunkirk Primary School lots of breadth and depth were covered in the teaching of Maths.

There were no questions arising from the report.

d) Behaviour & Attitudes

Attendance

The attendance of all pupils for the period to November was 96.5%, which was up for the same period last year. Persistent absenteeism was lower than the figure for the same period last year. A breakdown of attendance was detailed on page 3 of the Headteacher's report.

Behaviour & Attitudes Monitoring Governor's (JB) Monitoring Visit Report #1 of 3

The Governor's Monitoring Visit Report dated the 7th November 2025 had been shared on Governor Hub in advance of the meeting. The Governors' focus for the visit had been on the School Improvement Plan objectives relating to Behaviour, Attitudes and Attendance. The Governor advised the closing of the gate in the mornings seems to have had a positive effect on punctuality. He added, his visit to the school for this area of focus had been useful and insightful. He had observed good outcomes from the strategies being deployed by the school to improve attendance and punctuality.

e) Personal Development

Personal Development Monitoring Governor's (HG) Monitoring Visit Report #1 of 3

The Governor's Monitoring Visit Report dated the 23rd November 2025 had been shared on Governor Hub in advance of the meeting. The focus of the visit was to review the Personal Development section of the School Improvement Plan, to learn how the school was progressing towards its objectives for the year. The Governor advised careers opportunities had been discussed. The school will introduce Careers Week to inspire children. The Headteacher added, it was intended to show children the range of different careers. In the future children will be doing job that are not likely to be heard of now. The school was exposing children to possible future careers. The Governor had learnt about the school's plans for the introduction of a calm space and friendship spot on the Key Stage 2 playground. There had also been a discussion around the school's plans for the outdoor progression of skills. Plans were progressing and were to be implemented during the year. The Governor would assess the impact of the school's outdoor provision at the end of the academic year.

f) Leadership & Management

Leadership & Management Monitoring Governors' (KP/TN) Monitoring Visit Report #1 of 3

The Governor's Monitoring Visit Report dated the 14th November 2025 had been shared on Governor Hub in advance of the meeting. Their focus had been on the Leadership & Management section of the School Improvement Plan; monitoring actions against the new School Improvement Plan and checking how well-being activities are going for staff and pupils. The Governors reported they were pleased that the Family Liaison Officer and SENCo were giving updates during staff meetings which can be either pupil specific or generic.

Subject Leaders have shared monitoring plans with the staff. Subject Leaders will observe class teaching but it was tricky coming out of their own classes to observe others. The Headteacher's term 1 observations have taken place and he had provided feedback to staff. The school had library monitors and playground tidiers. The library was the area that was most affected when children become dysregulated. The Governor listed examples of well-being activities staff have or will participate in. The Governors learnt about lunchtime activities. They will arrange to observe some of the activities in May or June for Mental Health and Well-being Weeks.

The Governors reported whilst waiting to meet with the Headteacher, the Governors had heard the cheers and celebrations coming from the school hall and observed the smiles on the children's faces following a Celebration Assembly in recognition of children's achievements.

A Governor asked whether the well-being events for staff were being measured for impact and whether the events were helping with their well-being. The Headteacher explained the events were planned by staff. The Governor believed the Deputy Headteacher had previously conducted a staff well-being survey. The Governor indicated that she would be interested to learn if well-being events are helping staff. The Staff Governor advised staff's well-being was low at the moment, but that was reflected across the education sector nationally. She added there was a recurring theme on social media – pupils' behaviour was poor generally across the country. A Governor asked if the well-being events had helped and whether there were other things that could be done. The Staff Governor was unsure as school budgets were tight. She added, some adults would benefit from safer handling training. The Headteacher added, teacher and teaching assistant workloads have been acknowledged and steps have been taken to reduce marking. The Staff Governor added, the team get on well, but some individuals have major things happening in their personal lives.

The Chair thanked the Staff Governor for her thoughts; the school's leadership would respond to that as some of the issues raised were operational rather than strategic. The Chair added, Governors were happy to be a listening ear. A staff survey was certainly within the school's gift to do. The Headteacher advised well-being activities were team reaffirming activities rather than helping with well-being. Individual's problems do not go away. He was constantly aware of staff's well-being and things that need to be put into place. Staff have been given leadership time during staff meetings. He was unsure what else may be done. He added, the Covid enquiry had concluded and it had been accepted that the lockdowns have impacted schools followed by diminishing school budgets leading to fewer resources.

Pupil Premium Grant Statement 2025

The Pupil Premium Grant Impact and Strategy Statement had been shared with Governors. The report detailed how funding is being targeted within the school. Pages 2 and 3 included a review of the impact of the previous year's strategies. The front page of the document included a summary.

The Monitoring Governor (JM) advised the Deputy Headteacher had done a thorough job putting together the information included within the Plan. The areas of focus included weaving in more work around maths, spelling, punctuation and grammar and vocabulary. The Monitoring Governor referred to the school's 2025-26 Pupil Premium Grant allocation @ £88,997, page 2 of the Statement detailed how the funding would

be spent, most of which was targeted to teaching assistant support. The school's spend on Pupil Premium strategies exceeded its PPG income. The school had seen an improvement in the attendance of PPG funded pupils. It had been acknowledged by Governors how much the school does to get children into school. From a data perspective, there was a comparison between PPG pupils and non-PPG at the bottom of page 2 and on page 3. The report highlighted how PPG pupils are progressing and their attainment.

The Monitoring Governor advised the school was diligent in its support of PPG children. 50% of PPG children had achieved the expected standard in combined Reading, Writing and Maths at the end of Key Stage 2.

Governors were reminded that the PPG Statement must be published on the school's website by the 31st December 2025.

Greener Governance/Sustainability

The Monitoring Governor's (TN) report dated the 13th November 2025 had been shared on Governor Hub in advance of the meeting. Their initial meeting with the Sustainability Lead had provided Governors with an understanding of the current provision and the school's plans going forward.

The Governor had noticed there seemed to be multiple pots of funding for this area to ensure that the school achieves the required Sustainability expectations. The Governor had appealed to Governors with knowledge on how to source and apply for any financial appropriate funding support given the tight budget the school was working within.

g) Early Years Foundation Stage

Early Years Foundation Stage Monitoring Governor's (BF/CG) Report #1 of 3

Governors received a verbal report of the Governors' meeting with the Year R class teacher. During their monitoring visit Governors had discussed the structure of the curriculum and topics.

h) Christian Distinctiveness/Statutory Inspection of Anglican & Methodist Schools

Christian Distinctiveness/SIAMS Monitoring Governors' (RB/BF) report #1 of 3

The Monitoring Governor (RB) fed back to Governors following her recent attendance at a Conference led by the Head of MAST Schools. The Governors had looked at Boughton School's perspective, as a Church school, in relation to equality, equity, fairness and justice. The Governors reported the school was providing extra support to children and staff where it is needed. The Governor referred to the discussions earlier in the meeting relating to staff training. The Headteacher explained the charge for the safer handling course was per adult therefore it was likely to be senior leaders who receive the training. He added, at some point in the past all teachers would have had the training which predominantly focused on de-escalation. He added the school was really good at relationships.

The Monitoring Governor reported that Governors had a frank discussion around well-being, the school's theological Christian vision and inclusion. She report the school does really well for the children.

A Governor enquired if the staff have access to counselling. The Headteacher confirmed they do but do not necessarily use it. People do not realise that it is there and accessible.

A Governor advised that they had discussed the difficulties staff face completing their own work because they are supporting dysregulated children. It was recognised that supporting children when they need it was a really valued part of school leader's work. The Headteacher added, when there were staff absences that impacted on Senior Leaders as they try to absorb as much as possible.

Inclusion

The SENCo joined the meeting at 2 p.m. She had provided Governors with the school's SEND Policy and Report. She proposed to update Governors following Kent's introduction of the local community of schools model which had been introduced to improve the way SEN support is provided across the County. KCC's SEN provision had previously been judged to be inadequate. The aim was to provide consistent, high quality inclusion provision in mainstream schools. The SENCo reported the aim was for more children to be supported locally in mainstream schools rather than in specialist settings. The key driver was financial sustainability so that resources can be used more efficiently.

The SENCo explained the community of schools model was based on geography aligning primary and secondary provision with NHS trusts. Boughton & Dunkirk was in a group with St. Mary of Charity, Ethelbert Road, Ospringe, Davington, Graveney, Eastling, Hernhill, Bysing Wood, Queen Elizabeth's Grammar and the Abbey Schools. Alongside that sits a professional resource group e.g. educational psychologist, an inclusion advisor also some members of the health service such as speech therapists, occupational health. The model is to provide help and assist in making focused decisions. At the centre was the young person who should be able to have access to support.

The SENCo explained the funding changes. The system had moved away from an individual claim (schools could previously apply for High Needs Funding/Top-up Funding); the school had to meet the first £6,000. That was no longer the case. The local model looked at making provision available to more groups of children. The idea was to pool funding in order to achieve economies of scale and reduce bureaucracy. In order to access support the school had to submit a report with evidence and Kent will decide if the need is typical or exceptional. Some of the proposed benefits of the new model is to improve inclusion as KCC feel more children should be educated in their local area accessed from their mainstream setting.

Another benefit of the new model was collaboration (although Boughton already collaborated with some of the schools in the community), but also the NHS and other NHS providers.

A Governor pointed out the NHS was already an overloaded system. The SENCo was hopeful that by having a named contact who knows where to go will help the school. She pointed out that it was not changing on the ground support. The Headteacher added the support referred to was already in place. The SENCo stated she already had a positive relationship with some of the school within the community of schools

	<p>previously who met once a term. There was already a supportive, collaborative relationship.</p> <p>The SENCo advised the other benefits were sustainability and accountability, using shared data, verbalising why decisions are made and spending. Schools were never required to talk about how funding has been spent. Consistency was a really big area, reducing variation between areas. The model was part of a wider strategy to increase inclusion and improve financial sustainability.</p> <p>The SENCo shared concerns held by schools. About how pupils with high levels of need are supported. Individual claims for funding were unlikely to be successful.</p> <p>The SENCo advised she had attended two meetings at which schools have raised concerns about children with Education, Health & Care Plans; their levels of need and ask how children can remain at mainstream schools. There had been a conversation about class teaching assistants and whether in their view teaching assistants should be providing 1:1 support. There were huge concerns that pooling will dilute funding particularly for those with most levels of need. KCC has a plan for this year, but beyond that there were no answers. This year schools received a proportion of High Needs Funding; there was uncertainty about future funding and whether it will go into the community pot. There was documentation missing relating to how KCC will band EHCP with varying funding. KCC has advised that it may take up to three years to finalize that information meaning there was no clear direction. Going forward schools will still need to access funding. There was a great deal of uncertainty around funding.</p> <p>The SENCo advised parental trust and engagement was fragile given Kent's past failings. The direction will mean more difficult conversations with parents. The Headteacher advised, where an EHCP lists what schools are legally to provide, if a school were to go back and say that it cannot provide that, the response from the LA would be that the school must.</p> <p>Governors were advised going forward teaching assistant support will be 1:1 support only leading to an impact on other children. The Headteacher advised schools were losing money because SENCs are out of school once a month to attend community of schools meetings. The SENCo stated there was a huge assumption that SENCs make financial decisions. The Headteacher advised one of the local headteachers had put in a speech and language bid, but support may vary from school to school e.g. a school may wish for staff to receive ADHD training. In summary schools were worried about the lack of answers. The Terms of Reference for the model were discussed and agreed at the end of last year, but have already changed.</p> <p>The SENCo advised other schools in the community were offering help and support.</p> <p>A Governor understood that the move to the model was part of a national agenda. An EHCP was a legal document that parents need, it was incumbent upon the Local Authority to meet the identified need(s). In theory, parents could sue the school rather than the LA. Governors were advised the quality of EHCPs was poor.</p> <p>Governors thanked the SENCo for taking the time to come and speak with them. She left the meeting at 2.30 p.m.</p>	
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9.	<p>Health & Safety/Risk Assessments</p> <p>a) Health & Safety Issues or Concerns</p> <p>The Headteacher, staff and Governors were afforded an opportunity to raise any health and safety issues or concerns. None were raised.</p> <p>b) Health & Safety Governor's (KP) Report #1 of 3</p> <p>The Health & Safety Governor's report dated the 14th November 2025 had been shared prior to the meeting. The H&S Governor reported as follows:</p> <ul style="list-style-type: none"> • The school's Parent Teacher Friends Association had agreed to contribute towards the cost of the repair to the climbing frame. The school was waiting for final quotations. • A fire drill had been completed prior to the Governor's visit. The school had been evacuated in 2 minutes and 54 seconds. • The new building work was due to start in January. • The school had produced a risk assessment for a pregnant member of staff in relation to handling dysregulated children. 	
10.	<p>Safeguarding</p> <p>a) Safeguarding Issues or Concerns</p> <p>The Headteacher, staff and Governors were afforded an opportunity to raise any safeguarding issues or concerns. None were raised.</p> <p>b) Safeguarding Governors' (GS/JB) Monitoring Visit Report #1 of 3</p> <p>The Safeguarding Governors' (GS/JB) Report dated the 4th November 2025 had been shared in advance of the meeting. The Governors' reported, as follows:</p> <ul style="list-style-type: none"> • The Safeguarding Audit Report was almost complete. The outstanding areas for completion related to Governance. The information would be provided to the DHT. • The Policies referenced in the Safeguarding Audit were up to date and due to be ratified by Governors at this meeting. • The training available from The Key had been successful. Whole school safeguarding training took place on the 27th October which included back to basics training. • This year had been busy in terms of safeguarding. The school's focus was predominantly on a couple of families. • The Emotional and Well-being Team had been embedded into the school. • The Governors conducted a check on the security of safeguarding files. When files were transferred they were delivered by hand and a signed receipt was taken and filed in school. <p>The Chair of Governors reported that she had checked the Single Central Register earlier in the day.</p> <p>A Governor asked the school to consider long-serving staff member's Disclosure and Barring Service checks and whether they should be re-done. Another Governor understood that staff members may subscribe to the update service.</p>	

	<p>c) Annual Safeguarding Report including Annual Online Safety Report (KCSIE refers)</p> <p>Discussed at minute b) above.</p> <p>d) Keeping Children Safe in Education 2025 Guidance</p> <p>e) Annual Update to Safeguarding Training</p> <p>The status of Governors' compliance checks had been reported earlier in the meeting.</p> <p>f) Safeguarding Training</p> <p>The Safeguarding Governors (GS/JB) advised that they have completed or were booked to attend the Role of the Governor in Safeguarding training (GS/JB).</p>	
11.	<p>Headteacher's Performance Appraisal</p> <p>Governors received confirmation from the HT PA Panel members that they have met with the external advisor to review success against last year's targets, set objectives for the coming year and agreed the pay award (that due process has been followed).</p>	
12.	<p>Finance</p> <p>a) Finance Governors (JM/CC) Monitoring Visit Report</p> <p>The Finance Governors' (JM/CC) Report dated the 31st October 2025 had been shared with Governors prior to the meeting.</p> <p>The Governors referred to expenditure code E03, Education Support Staff. They reported the school had employed a teaching assistant on a fixed term contract until Christmas. They will provide extra support.</p> <p>b) Six Month (September) Budget Monitoring Report</p> <p>The Six Month (September) Budget Monitoring Report was shared with Governors. As at the six month interval, showed a forecasted small in-year surplus of £1,349 (one thousand, three hundred and forty nine pounds) and an overall budget surplus £56,370 (fifty six thousand, three hundred and seventy pounds).</p> <p>Governors agreed the Six Month Budget Monitoring Report.</p> <p>c) Benchmarking Report</p> <p>The Benchmarking Report would be shared with Governors at the next meeting. The report would enable Governors to compare the school's income and expenditure with that of other similar schools.</p> <p>Action: Benchmarking Report to be included upon the agenda for the next meeting.</p> <p>d) Purchases, Tenders & Virements</p> <p>There were no purchases, tender or virements requiring Board approval.</p>	

13.	<p>Policies</p> <p>a) Health & Safety Policy (GS/KP)</p> <p>Governors unanimously approved the Health & Safety Policy upon the recommendation of the Lead Reviewers.</p>	
OTHER		
14.	<p>Governor Training & Development</p> <p>Governors were reminded that they are committed to completing at least one training module in addition to the required Governor training. Also, the skills audit analysis would identify future training needs.</p> <p>a) Identify Future Training Needs</p> <ul style="list-style-type: none"> • <u>Annually and upon induction</u>: Safeguarding, Child Protection including Online Safety. A Governor reported there was a refresher safeguarding training module available so that Governors may complete their annual safeguarding update training. • Prevent (every two years) • Female Genital Mutilation • Cyber Security • New Governor Induction <p>The Training & Development Governor would email Governors to remind them when they needed to renew/update their training.</p> <p>b) Reports of Completed Training</p> <ul style="list-style-type: none"> • Cyber Security (KP) 	
15.	<p>Chair's Correspondence/Guidance</p> <p>a) Chair's Actions/Correspondence</p> <p>There was none to report.</p> <p>b) The Education People Monthly Bulletin</p> <p>The October 2025 TEP bulletin had been uploaded to Governor Hub. Governors were urged to read bulletin.</p> <p>c) School Teachers Pay & Conditions Document (STPCD)</p> <p>The STPCD had been uploaded to Governor Hub.</p>	
16.	<p>Any Other Urgent Business/Critical Matters</p> <p>The advised Governors were welcome to join the pupils and staff for the following:</p> <ul style="list-style-type: none"> • The Decorating of the Christmas Tree – Friday, 28th November at 3.30 p.m. • Nativities – 2nd and 3rd December at 2 p.m. • Christmas Fayre – Friday, 5th December at 3.15 p.m. 	

	<ul style="list-style-type: none"> Choir & Christmas Songs at St. Barnabas – Monday, 15th December 2025 at 6.30 p.m. 	
17.	Confidentiality None of the matters discussed at this meeting were regarded as confidential.	
18.	Dates and Times for 2025-26 Academic Year Governing Board Meetings <ul style="list-style-type: none"> Monday, 2nd February 2026 at 1 p.m. Monday, 16th March 2026 at 1 p.m. Monday, 11th May 2026 at 1 p.m. Monday, 6th July 2026 at 1 p.m. 	

The meeting concluded at 3.05 p.m.

Signature: (Chair)

2nd February 2026



**BOUGHTON & DUNKIRK (METHODIST) PRIMARY SCHOOL
MINUTES OF A MEETING OF THE FULL GOVERNING BOARD
HELD AT THE SCHOOL ON MONDAY, 24TH NOVEMBER 2025
SUMMARY OF AGREED ACTIONS**

Item	Action	For Whom
4, b) & c)	Governor (KG) to complete compliance check confirmations and update business interests for this academic year.	KG
5,	CoG to write to the Secretary of the Methodist Circuit to explore governor recruitment to fill the foundation governor vacancy(ies) on the Board	CoG
7, d)	Governors to complete and return completed skills audit templates to the Governance Professional before the end of term.	ALL
7, e)	Governors to receive and agree the 2024-25 Annual Statement of Governance at the next meeting prior to the Statement being published on the school's website.	ALL
7, f)	HT to arrange for the Governors' 2024-25 Attendance Record to be uploaded to the school's website.	HT
12, c)	Benchmarking Report to be included upon the agenda for the next meeting.	HT