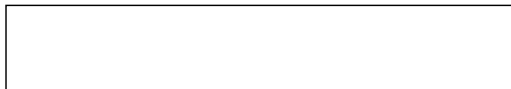


# St Osmund's CE Middle School Part of the Wessex MAT



**Meeting**  
Local Governing Board  
Friday 28<sup>th</sup> January at 11am

Venue: Virtual via Teams  
Chair Emily White

Item No			
21/054	<p><b>Present</b> Emily White EW (Chair) Lesley Bainbridge LB Louise Balaam LBal Julia Benson JB Nikki Fowler NF (Parent Governor) Left at 11.55  Lesley Richardson LR Saira Sawtell SS (Headteacher) Ali Mitchell AM (Staff Governor)</p> <p><b>Attending</b> Rebecca Golledge RG (School Business Manager) Michelle Every ME (Clerk) Vicky Smyth (MAT Clerk)</p>	<p><b>Apologies</b>  Emma Gould EG</p> <p><b>Guests:</b>  Lynda Staddon Rob Fitzgerald (Site Manager)</p>	
	Item Details	Name	
21/055	<p><b>Chairpersons opening remarks and introduction of the new clerk</b> The Chair welcomed Governors to the meeting and introduced the new Clerk, Michelle Every. The Chair asked Governors to be aware that this is the Clerk's first meeting and to speak clearly, explaining any acronyms. The Chair also advised Governors that the MAT Clerk, Vicky Smyth, was in attendance to support the new Clerk.</p> <p><b>Governors requested that their thanks to Ms Osborn be minuted for her hard work as the school's Clerk.</b> Governors were advised that meeting packs will be accessed via the MAT portal from February onwards and that if user names and passwords are needed they can be re-circulated. The Chair explained the reason for the change.</p> <p>Chair advised that Pieter Mostert's application to be a Governor has been approved and currently waiting for his induction to be completed, he will join the next meeting. The Chair also has met with Cora who is a vicar at St Georges church to progress interest in Governance there.</p> <p>Chair reminded Governors that members of staff and pupils should not be named in discussions at meetings or in reports.</p> <p><b>Q: A Governor challenged how this would be possible, for example, during a disciplinary meeting.</b> VS explained that specific meetings for specific purposes such</p>	EW	

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	<p>as this would need names recording however, it would not be good practice to discuss named members of staff or pupils at a full Governors meeting.</p> <p><b>Q: A Governor asked if Part 2 minutes could be used.</b> VS agreed that Part 2 minutes can be used but this is more for discussion of confidential issues and named members of staff or pupils should still not be discussed during Governing Body Meetings</p>	
21/056	<p><b>Declaration of interests</b></p> <p>No new Governor interests declared. VS and ME noted their employment with the Wessex MAT.</p>	EW
21/057	<p><b>Staff speaker – Lynda Staddon PP/LAC lead</b></p> <p><b>Pupil Premium Additional Funding</b> - LS explained that there are 3 categories of children for whom additional funding is received:</p> <p>CIC (Children in Care) – children currently in the care of the Local Authority (LA) for example, via foster carers or children’s homes. There is 1 child at St Osmund’s currently in care. This child will get a termly Personal Education Plan (PEP) review in conjunction with the virtual schools and a termly multi-agency LAC review. The PEP is used as evidence for additional funding for support needs.</p> <p>PLAC (Previously Looked After Children) – children that have been adopted and were previously in care prior to their adoption. There are 6 children at St Osmund’s currently that are PLAC. These children also get a termly PEP meeting – this is not statutory but good practice.</p> <p>SGO – children whose grandparents or other family members have parental responsibility in place of the parents or under a long term foster placement. There is less financial support and access to networks for the families caring for these children. The carers have equal rights with the parents. They do not get a PEP. The funding is £235 per year plus pupil premium. This is held by the virtual schools and needs to be applied for each year. LS added that it is recognized that adopted children do not leave their trauma behind; they are often 2-3 years behind their peers and may have often undiagnosed Speech and Language needs. The school expends the funds on an individual child, individual need basis.</p> <p><b>Q: A Governor asked if this has a positive impact for the children</b></p> <p>LS explained that the children tend to do really well at the school, particularly if they join at the start of Year 5. Children that struggle tend to have joined mid-year after multiple placements and with significant and ongoing trauma. However, LS opined that St Osmund’s is a nurturing school that picks up children that need support early. She added that it is about balance; balancing protecting the confidentiality of the child and appropriate information sharing. Some children do not want to be reminded that they are adopted. Generally, the children are looked after by their tutors unless they are a child in care.</p> <p><b>Q: A Governor asked if there is best practice guidance for teachers in lessons to ensure the children are supported in the right way, for example, in the seating plans.</b> LS explained that social and emotional support is provided by Ms Carter - Miles as well as the trauma awareness practice undertaken by teaching staff. The school can also ask Aspire as they still have a duty to a child if they are SGO or LAC and has lived in Dorset in the last 3 years. As such, the school can ask to access support such as therapeutic parenting courses or CPD for staff. Teaching staff also attended a talk by a pupil who was adopted and shared with them what their day-</p>	LS



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to-day life is like, what the child will and won't show staff in school and lasting effects such as hypervigilance.

**Q: A Governor asked for examples of the type of responses the children receive as a result of this funding.**

LS explained that if the need is academic it is responded to via the interventions and pupil premium first approach already established in school. If it is for other needs, the school can use the funding to buy in whatever support that pupil needs. It is about working out the best service for the child

**Pupil Premium** - Children at risk of not meeting ARE (Age Related Expectations) are receiving targeted support. The staff member responsible is visiting St Mary's Middle School in Puddletown to share and learn from each other's practice. A parental survey has taken place and analysis of pupils attending extra-curricular clubs has taken place, the results of which are pleasing.

**Q: A Governor asked if there is a specific % pupil premium attendance aim for the extra-curricular clubs.**

LS suggested that attendance is very close to 100% and ideally all pupil premium children would attend at least one extracurricular club. There are some issues over a lack of confidence, particularly in Year 5 in Autumn term as they are new to the school, as well as transport issues or being busy with other clubs outside of school such as Brownies. Some children had said there was nothing of interest on offer which is difficult for staff as the offer is very wide. At this stage there is not enough data to make judgements but another discussion in a year's time where trends can be analyzed will be beneficial. The school did look into providing transport, but it was concluded this will be too difficult and not the best use of funds. Instead, lunchtime clubs are being utilized and taxis arranged for individual children where it is deemed in their best interests to attend an afterschool club or if there is an attendance issue.

**Q: A Governor asked if the school had considered a sharing initiative to allow parents to support each other with club attendance.** SS confirmed this had been considered but dismissed due to possible litigation should something go wrong. She agreed that if parents made arrangements between themselves that is fine, but the school could not play a part in this.

**Q: Another Governor asked if this is part of the schools green policy.** SS confirmed it is part of the green strategy to suggest this to parents, for example, via newsletters but not to organize it.

**Pupil Voice** – LS informed Governors that pupil voice of Years 7 and 8 had been sought first and children had been grouped into those that have a low to mid score in attitude to learning and those that have a mid to high score in attitude to learning. It is clear that regardless of grouping, the pupil's relationships with their teachers is very important to them. This is particularly noticeable in Year 8 boys lacking in enthusiasm. Another interesting finding was that among those pupils that did the least learning during lockdown, there was lack of asking for help due to embarrassment. To ask for help would've meant interrupting the lesson to speak to the teacher and everyone would have seen their hand up or heard them speaking to the teacher and they did not want to do this. This is something to be considered should a return to group virtual learning be required at any time in the future. Children that don't read as much now are the group that reported not being read to or being read to very little as a younger child and this is greater in the



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	<p>medium -low group. All children much prefer being back in school, they have a feeling of having 'missed out' and are aware that there are gaps in there learning. For those that struggled with learning at home reasons included space issues. Who children sit next to in class is very important to them, particularly for peer work. They agree that sitting with friends is not a good idea because they would find this distracting, however, being comfortable with who they are next to is equally important or they feel unable to ask questions and undertake peer work.</p> <p><b>Q: A Governor noted that Pupil Premium children were supposed to come into school for lockdown and this would have reduced the impact of issues such as distractions and space the children described.</b> The Governor asked why these children were not in school.</p> <p>LS explained that all pupil premium children were offered to attend but they did not have to and the very nature of the families in this category often means that they will be the first to opt out if they can. The children that did attend usually had both parents working and so there was nowhere else for them to go.</p> <p><b>Q: A Governor referred to the 88.73% attendance data for Year 6 PP children in comparison to the non-PP children and asked why there is a difference.</b> LS highlighted the figure in the context of the national picture. She added that there is room for improvement but that the difference used to be bigger and has narrowed. SS added that the national attendance figure for non-pupil premium children is currently 88%.</p> <p><b>Q: A Governor asked if COVID is still having an impact on attendance.</b> SS confirmed that it is. LS added that the gap between pupil premium and non-pupil premium children was even smaller in the first term.</p> <p><b>Q: A Governor asked if some of the information that has come out of pupil voice should be shared with parents, so they are aware of their children's barriers to learning.</b> LS opined that it would not be appropriate on an individual basis. General information can and has been shared with parents.</p> <p><b>Q: The Governor suggested it would be useful for parents to know the impact of the effort put in during lockdown.</b> SS stated that the results had made her think and staff will meet to discuss this because some of the messages are longer than lockdown, however, there is a delicate balance between giving parents information and coming across as intimidating and patronizing. SS gave an example. LS agreed and stated that relationships with pupil premium parents take time to build and they must think carefully about how to approach issues so as not to jeopardize this. Some parents really struggled during lockdown, and she would not want them to feel 'got at' by the school.</p> <p><b>Q: A Governor suggested LS look into an interesting behavior change model called COM-B.</b></p> <p><b>Governors thanked LS for her attendance</b></p>	
21/068	<p><b>Headteacher's Report – questions arising</b></p> <p><b>Q: A Governor noted the fixed term exclusions data and asked if it is expected that the numbers increase alongside the increase of age in Year groups.</b> SS confirmed it is expected. She added that it is relatively rare to get fixed term exclusions in the primary years but as children grow it is natural for them to test boundaries. She added that at the LA Headteacher's briefing Year 8 has been flagged by secondary heads as the year that seems to be most troubled.</p>	SS



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	<p><b>Q: A Governor asked if this is related to the pandemic.</b> SS opined that there is a post pandemic effect. The year group had their final primary year disrupted and no transition. It is also a tricky age and for some reason, this group has not been able to recover as quickly as other age groups. SS confirmed that staff are working hard to get exclusions down and keep them down, however, when an incident occurs it tends to involve 4-5 students.</p> <p><b>Q: A Governor enquired as to the staff survey and whether the Management team are happy with the responses.</b> SS confirmed that she is happy – there was a very good return rate across all groups of staff in school, the responses are honest which means there are some issues to look at more closely and the results are positive overall with evidence of pride in the school, diversity and equity and understanding of the school's approach.</p> <p><b>Q: A Governor enquired as to whether the Rock-u-peds questioning techniques have been adopted well and are having an impact?</b> SS opined that the impact of this type of work is not seen immediately but is long term, sustained improvement in practice. Focus is on metacognition and questioning. The school is moving in the right direction.</p> <p><b>Q: A Governor asked if there is anything that she would like the Governors to focus on through their Governor of the Month activities.</b> SS opined that it is a difficult time to come into school as COVID is quite high, however, attending an SLT meeting will be good as well as talking to a teacher about TRIO.</p> <p><b>Q: A Governor enquired as to staff wellbeing.</b> SS suggested that the school was not at the end of issues relating to COVID yet. The peak in Dorset is expected in the next 2-3 weeks. Governors were advised that there were some days this week where more than 100 children were absent, 50-60 of these were related to COVID whereas other seasonal illnesses are also having an impact. It is taking all day to check absences and the school office team are experiencing staffing issues that cannot be avoided. Children are feeling the teaching and TA absence; external supply has been required as has using all SLT members to cover lessons. SS thanked Governors for helping the school with lunchtime and office duties and added that Governors are always welcome into school to help if they have the time.</p>	
21/066	<p><b>Safeguarding Governor Update</b></p> <p>The Governor advised the board that undertaking a school lunchtime duty had been eye opening regarding the pastoral work the staff do at break and lunchtimes. Issues of low-level neglect that do not reach the threshold for formal action are evident.</p> <p>The Governor will be meeting with SS and Ms Carter-Miles to discuss further and highlighted that Mr Biddle has broken down safeguarding concerns into categories as requested at the last meeting.</p> <p><b>SEND and Safeguarding will be the focus of the next Governors meeting. Clerk to add to agenda.</b></p> <p><b>Q: The Chair asked what the requirements for Safeguarding training are.</b> VS explained that all Governors should have done Safeguarding Level 1 or the Safeguarding course on the NGA site when they join. Only the Chair and Safeguarding Governor need to repeat these every 2 years. All Governors need to read and confirm that they have read and understood Keeping Children Safe in Education (KCSiE) annually. A Governor suggested that the Board could join the staff training sessions at the start of each year to keep their knowledge up to date.</p>	NF



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	<b>EW asked all Governors to check what training they have done</b>	
<b>21/059</b>	<p><b>Health and Safety Report – R.Fitzgerald</b></p> <p>RF advised Governors that good progress is being made against the actions in the Health and Safety audit which took place in November. He confirmed that he and the link governor will be meeting next week to go through the audit line by line and assign responsibility moving forward. Only issues relating to the MAT and other staff with responsibility in school remain outstanding.</p> <p><b>Q: A Governor enquired as to what support RF feels is needed.</b> RF opined that the MAT needs to direct the site teams as to how they want things done. He added that he is aware that he could be putting in place systems and protocols that could be superseded by the MAT. He added that the MAT needs to invest in systems such as Every or Good Estate Management. This will email responsible staff periodically to remind them of what they need to do. RF suggested this needs to be MAT-wide for the MAT Health and Safety Manager to monitor rather than individual schools being sent to site teams by the MAT H&amp;S Manager, completed in school and returned to the MAT H&amp;S Manager</p> <p><b>Q: A Governor asked if the MAT has any expectations for example an internal logging system of jobs.</b> RF explained that if the site team notices repairs or health and safety issues when walking around the site it is added to a whiteboard on the wall in the site team office. If they are noticed by staff they are expected to highlight them to the site team via the email logging system and if urgent email RF directly. There is more work to be done to encourage the staff to use this system though as they still raise things in passing which removes any admin trail.</p> <p><b>Q: A Governor asked if RF feels there is a good culture of reporting issues in school.</b> RF opined that there <u>is still</u> - room for improvement, particularly with the use of email logging as already discussed.</p> <p><b>Q: A Governor asked if RF has a plan for making the improvements he wishes to see.</b> RF stated that it is a case of reminding staff to use the system and developing good habits. He thanked MF for all her help and support over the last few weeks. RF left meeting at 12.00</p>	RF
<b>21/058. 1</b>	<p><b>Approval of Minutes of the Last Full Governors Meeting Held on Wednesday 2021</b></p> <p>-Minutes unanimously approved by governors present.</p>	EW
<b>21/058. 2</b>	<p><b>Matters arising and actions from last LGB</b></p> <p><b>21/043 – WMAT aims/priorities</b></p> <p><b>MF All schools in the WMAT to be good or better, the Governors would like this clarified.</b></p> <p>The Chair confirmed she had sought clarification here and that the MAT will still be admitting schools in a balanced way. The Good or better target is aspirational and so schools other than Good or better will still be permitted to join the Trust if it is the right thing for both the Trust and school. She added that the Trust will use external validation from professionals in the absence of Ofsted inspection.</p> <p><b>21/042 Headteacher report update</b></p>	



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	<p><b>SIP extra-curricular attendance – JB asked what the PP extra-curricular attendance is. EW said the PP lead will be attending the next meeting and will have that information. EW would like to know the attendance of SEND too.</b></p> <p>February meeting will be SEND focused  <a href="#">PP covered in minutes above</a></p> <p><b>21/048 GAP Review</b></p> <p>Will be covered more in governor of the month; however, it has been difficult as cannot get into schools due to covid and therefore the tracking of writing did not take place. The Governor outlined the action being taken in respect of writing and her plans for tracking this. She confirmed that a trial was to take place with pupil premium children initially. Another Governor confirmed that this is happening.</p>	
21/061	<p><b>Gap review and spring term planning</b></p> <p>Governors agreed that Governor of the Month is working well and is having an impact on ensuring that things in the action plan are completed. LR is the Governor of the Month for February.</p> <p>The number of Governors is being increased.</p> <p><b>SEND</b> - EG has not been available to undertake the SEND role as yet, EW has covered this by meeting with the SENCO, Ms Carter-Miles.</p> <p><b>Ms Carter-Miles will attend and present at the next meeting. Clerk to add to next agenda</b></p> <p><b>SIAMS</b> – will be picked up in the summer term.</p> <p><b>Math's</b> – Governors discussed their activity in this area.</p> <p><b>Early Career Teachers (ECTs)</b> - The Link Governor confirmed that they had made contact with the two ECT's and is awaiting response.</p> <p><b>VS suggested the Governor contact SS if more details respecting surnames and subjects is required.</b></p> <p><b>Management of School Budget</b> – Governors were advised that MF, LBAL and EW had met to discuss the budget. EW has also met with SS and Mr. Beet for budget planning 2022/23, particularly staffing.</p> <p><b>Quality of Education and Engagement of Pupil Premium Children</b> – LS reported earlier in the meeting including the forthcoming visit to St Mary's Middle, Puddletown.</p> <p><b>Q: A Governor noted that the school is spending more that it has received on pupil premium children and asked where the additional funds are coming from.</b> RG explained that there is a surplus from last year due to the lack of trips which would usually be funded for Pupil Premium children.</p> <p><b>Q: A Governor asked if there is good take up of pupil premium children for the trips that are beginning to run.</b> RG confirmed that there is.</p> <p><b>Math's data</b> – End of term</p> <p><b>Writing</b> – Tracking to take place when able</p> <p><b>Reading</b> – Governors were informed that SLT have listened to all Year 5 children on the phonics programme read, to ensure they are on the right level. This will be picked up again in the summer term.</p>	EW

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	<b>LB will also meet with the lexia lead to review lexia <a href="#">data</a>.</b>	
<b>21/062</b>	<b>Budget update</b> RG informed Governors that the finance team have started to look at the Integrated Curriculum Financial Planning toolkit for the school. This is a work in progress and has come out of the School Resource Management Advisor visit. The month 4 figures have been updated. <b>Q: A Governor questioned whether the risk assessment in respect of a Teaching Assistant working in a child's home has been produced as yet.</b> RG confirmed that it has. <b>Q: The Governor asked whether there is a risk assessment for staff that work with pupils in their own home via the virtual world.</b> RG agreed there will be a risk assessment for virtual working. <b>RG to check and create or update if necessary.</b> <b>Q: A Governor noted the overspend in staffing and acknowledged that this is related to office staff cover and supply costs <a href="#">due to covid</a> but is outside of the school's control at present.</b> RG agreed and added that because the MAT has a surplus greater than 4% the school is not entitled to apply for support from the government.	RG
<b>21/063</b>	<b>MAT Update</b> The Chair confirmed that the Health and Safety Manager has returned to work and has met with MF and RF. DMS have converted to the MAT on 1 <sup>st</sup> January with Purbeck likely to follow on the 1 <sup>st</sup> March. The Chair asked Governors if they had any queries, they would like her to take to the Chair's briefing next month. Core Action Group (CAG) is also coming up. <b>Q: A Governor questioned the date of the CAG.</b> The Chair confirmed that a date was sent last week, and confirmation is awaited.	EW
<b>21/064</b> <b>21/064.</b> <b>1</b>	<b>Policies</b> Complaints – next agenda Data Protection – this will be shared at the next meeting once populated by the office. <b>Q: A Governor asked if the Health and Safety Policy is ready.</b> VS confirmed that one small amendment needs to be made and then it can be circulated to Local Governing Boards. VS went on to explain the School Bus to Governors and confirmed that the MAT have purchased this for all schools and every member of staff and Governors will have their own account. <b>Q: A Governor asked if it will send reminders respecting policy review.</b> VS confirmed it will.	RG
<b>21/065</b>	<b>Governor of the month</b> Governor of the month In December Mrs Balaam spent Time with the eco club, was very impressed with the student's attitude. Eco fayre was attended, and a stall was run. The year 7 carol concert was very good, and all the students were very engaged. Good behavior on the walk to church reported. Xmas lunch went very well, the students were polite. AM attended a green governance webinar and recounted what he had learned. <b>Q: A Governor asked if there is funding accessible to support schools to become greener.</b>	EW LB LBal

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SS explained what the school is currently doing and advised them of a meeting with Mr. Short, a volunteer that has come to the school via the MAT and has great professional knowledge in this area. The MAT is looking to put in place proper net zero plans across the organization. SS added that there is a climate justice group and eco group which are student led. SS agreed that staff knowledge could be improved. There has been an audit and leading on this would be good for a Upper Pay Scale member of staff. A development plan across the MAT is being put in place. The curriculum has already been adapted in so many areas most notably geography and science. Climate change learning takes place in every year group and there is an added diversity lense for Years 7 and 8. The issue is more that there are plenty of ideas but no money, so staff need to temper children's expectations. Fundraising will start for a food composter, like that at Damers, £4k is needed. SS concluded that there is plenty going on in this area to reassure Governors.

**Governors asked Mr Mitchell to be the Board's Green Governor and for the link staff member to be Hannah. Mr Mitchell agreed.**

#### **Governors' visits – questions arising**

A Governor advised the Board they had looked at the broad and balanced curriculum.

A report including DT has been uploaded. PSHE has been covered but a report is still to be written. Science is scheduled. Vision and values are very easy to see in the curriculum, particularly in DT. A Governor advised Governors that mock SATs are taking place between 14-17<sup>th</sup> February and an update on the data from this should be available shortly afterwards.

A Governor confirmed that they have contacted the Early Career Teachers (ECT) and are awaiting a response.

Another Governor commented on their curriculum meeting with Music lead. The Clerk noted the good work and suggested that the next stage is to get some pupil voice in these subjects – are the children echoing what the subject leads are telling us.

**Q: LR reiterated her offer to Governors to look at particular things in relation to their link role through her Governor of the Month work and asked Governors to email her if this would be useful.**

**Q: Another Governor suggested Governors volunteer for lunch or break time duties in school as a way of observing how the children interact with each other and behave.**

**Q: Another Governor asked if Governors are being encouraged to attend schools now despite the COVID situation.** RG responded that it depends according to individual circumstances; if you are concerned for your health and safety or that of people you are responsible for, it is best to continue meeting with link staff and undertaking Governors Visits virtually.

A Governor looked at the extra-curricular offer of the school. She informed Governors that staff are very busy and that she attended eco club via teams. The Governor informed the Board that she was very impressed with the children's enthusiasm for the eco fayre and commented on the general atmosphere around school which is vibrant and exciting.



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21/067	Strengths and Weaknesses	
	<p><b>Next Meeting:</b></p> <p>15<sup>th</sup> February 2022 at 16:30</p> <p>Ms Benson gave her apologies in advance – accepted. Clerk to record at the next meeting</p> <p>Meeting closed at 12.54</p>	ME
	<p><b>Actions</b></p> <p>21/055- Governors requested that there thanks to Ms. Osborne be minuted for her hard work as school clerk.</p> <p>SEND and Safeguarding will be the focus of the next Governors meeting. Clerk to add to agenda.</p> <p>The Clerk was asked to amend the attendance from the last meeting to show Ms. Fowler, as attending.</p> <p>21/061- Ms. Smyth suggested the Governor contact Ms. Sawtell if more details regarding surnames and subjects are required.</p> <p>21/061- Ms. Bainbridge will also meet with the lexia lead to understand any issues with lexia.</p> <p>21/062- Ms. Gollege to check risk assessments to ensure they cover working with children virtually and create or update if necessary.</p> <p>21/065- Contact Ms. Richardson to let her know if there is anything you wish her to look at through her Governor of the Month activity.</p> <p>21/065- Ms. Richardson reiterated her offer to Governors to look at particular things in relation to their link role through her Governor of the Month work and asked Governors to email her if this would be useful.</p> <p>Clerk to record Ms. Benson’s apologies at the next meeting.</p>	<p>ME</p> <p>ME</p> <p>ME</p> <p>LB</p> <p>LB</p> <p>RG</p> <p>GOV</p> <p>GOV</p> <p>ME</p>



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