



**Halton SACRE annual report
2013 - 2014**

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**N.B. % SCHOOLS REFERS TO % SCHOOLS THAT RESPONDED
TO THE 2013-2014 ANNUAL RETURN (68% RESPONDED (69%Primary, 63% Secondary and
50% Special schools and one through school)**

1. Standards and quality of RE provision

Overview

Introduction	
Please give a brief overview of RE in your local authority, highlighting strengths and achievements, and noting any perceived weaknesses and development needs.	Ofsted inspection reports and monitoring by SACRE through the RE Annual Return suggest that the quality of RE and Collective Worship in Halton schools is always at least satisfactory and usually good or better. The current 2013/2014 Annual Return for overall gives a positive picture in primary and secondary schools. For a more detailed analysis please see appendix 2.

Key area 1a: Compliance and time allocation for RE

Question	
To what extent is RE provision in schools compliant with the agreed syllabus requirements, and its recommendations in terms of time allocation?	All schools follow the appropriate syllabus and all bar one primary allocate at least the minimum recommended time.
Where applicable, please itemise any formal complaints about RE in the past year, with a very brief description of the nature of the complaint and the SACRE's decision.	No complaints received

Key area 1b: Public examination entries in RE

Question	
Please give a brief prose analysis of all public examination entries in RE for your LA (full and short course GCSE, AS level and A level), if possible analysed by gender. Please add tables in an appendix.	See Appendix 1

Key area 1c: Standards and achievement

Question	
Please give a brief prose analysis of standards in RE in each of key stages 1, 2 and 3.	See Appendix 1
Please give a brief prose analysis of standards achieved in public examinations in RE. Please add tables in appendix.	See Appendix 1

Key area 1d: Quality of teaching

Question	
Please give a prose analysis of any significant teaching quality issues relating to RE within the range of statutory provision (foundation stage, key stages 1–4, post-16, special schools).	100% of Halton schools are requires improvement or better, 95% schools good or better and 24% schools are outstanding.

Please summarise any available material that gives an insight into the quality of RE teaching as experienced and evaluated by pupils.	Question 8 of our annual return asked schools to comment on how they engaged with Interfaith Week 2014, the feedback is held in appendix 2
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Key area 1e: Quality of leadership and management

Question	
Please describe and evaluate the main RE leadership and management issues in schools, post-16 institutions and special schools, highlighting strengths and noting any recurrent weaknesses.	<p>100% schools have an RE co-ordinator.</p> <p>100% schools regularly monitor, review and evaluate RE provision.</p> <p>100% schools have provision for a daily act of worship in line with statutory requirements</p>

Key area 1f: Teacher recruitment and retention, level of specialist provision

Question	
Please describe and evaluate the level of specialist RE provision in primary schools, secondary schools, post-16 institutions and special schools.	In secondary schools 67% of teaching of RE at KS3 is undertaken by RE specialists and 94% at KS4.

Key area 1g: Resources

Question	
Please describe and evaluate the level of budgeting and ICT access for RE in primary schools, secondary schools, post-16 institutions and special schools.	<p>84% schools allocate a budget for RE.</p> <p>The level of provision for ICT access is good throughout the borough, RE has good access to these facilities.</p>

2. Managing the SACRE and partnership with the LA and other key stakeholders

Key area 2a: SACRE meetings

Question	
On what dates has the SACRE met in the last year, and at what venue(s)?	SACRE met on 12 Nov 2013 (Runcorn Town Hall), 16 June 2014 (Select Stadium) and 07 October 2014 (Select Stadium)
Please comment on patterns of attendance of SACRE members in committees 1, 2, 3 and 4, indicating any problems that may have arisen concerning maintaining a quorum.	There is no pattern of attendance although low numbers at meetings can be an issue. Attendance at meetings is varied; 16.06.14 , 5 attendees and 4 apologies; 16.06.14, 5 attendees and 5 apologies and 2 invited; 07.10.14, 6 attendees and 1 apology;

Key area 2b: Membership and training

Question	
What range of faith groups and world views is represented on the SACRE as a whole, including co-optees?	Halton SACRE is aware of the need for the group to be more multi-cultural and have agreed to broaden their representation to include other faith groups and world views. The target of having a co-opted member from a non-Christian faith continues to be a challenge.
What training/induction is offered both to new members and to the SACRE as a whole?	All members are encouraged to attend relevant conferences and national AGMs. New members are supplied with relevant background reading on their appointment. Opportunities are planned for members to meet informally with neighbouring SACREs

Key area 2c: SACRE development

Question	
What initiatives has your SACRE undertaken in the last year (such as any publications,	Teachers from across Halton and a neighbouring LA attended a training

<p>festival calendars, contact databases, online forums/support, website activity, student events)? Please describe and evaluate briefly. You may wish to include copies of publications, by email or posted as an appendix.</p>	<p>event allied to the establishment of a Buddhist temple in Runcorn.</p>
<p>Does your SACRE have a development action plan? If so, please attach it as an appendix.</p>	<p>Halton SACRE is currently working to produce a development action plan allied to the forthcoming review of the current syllabus to ensure the new LAS is in place for 2016 – 2021 and teacher/school support aligned to the LAS and non – statutory guidance</p>
<p>Has your SACRE issued any other advice on teaching approaches, resources, speakers or other relevant matters?</p>	<p>We regularly issue information to all schools on useful resources, conferences, CPD and publications and during 2013/2014 the following were distributed to Halton schools:</p> <ul style="list-style-type: none"> • Resources and advice allied to fundamental British values issued by DfE and other agencies • Resources and advice supporting development of SMSC from DfE • Resources to raise profile of SACRE with schools • Farmington Institute Scholarships opportunities • Updates from NW AREAIC and NASACRE • Local Buddhist community spoken to schools at a networking opportunity

<p>Does your SACRE have any ongoing relationship with local providers of initial teacher education and CPD, including training for NQTs? If so, what does this relationship consist of?</p>	<p>Through 2013 – 2014 we continue to work closely with the LA NQT co-ordinator to ensure effective induction for any RE NQTs.</p> <p>There are good links to two local schools direct, teaching school led consortia and 1 external teacher training consortium that the LA Officer is a LA representative on.</p> <p>A Lecturer in RE at Edge Hill University is Vice Chair of Halton SACRE.</p>
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Key area 2d: Financial support

Question	
Please describe and comment on the level and nature of finance offered to the SACRE by the LA, for the training of its members, for supporting RE and collective worship, and for implementation of its action plan.	There is no specific budget however SACRE have access to LA core funding and to date all requests for funding have been met.

Key area 2e: Information and advice

Question	
Does your SACRE receive helpful and timely information and advice from the LA and from schools on the quality of RE and collective worship? Please describe the main methods by which this information and advice reaches your SACRE.	<p>A LA Schools and Settings Improvement Officer reports on the quality of RE and Collective Worship from Ofsted reports and an annual return is sent to all schools to gather evidence allied to RE teaching and learning, provision and collective worship. It seeks additional information each year, e.g. IFW in 2014.</p> <p>The LA Clerk obtains Diocesan reports from web-sites which also inform SACRE.</p> <p>The LA SIO supports the agenda of each meeting with RE/Collective worship updates and advice</p>
What professional advice on RE and collective worship is available to your SACRE (such as adviser, AST, consultant, mailings, online access)? If possible, please give approximate number of days.	<p>Halton SACRE is supported and advised by a LA officer and clerk. The officer and clerk attend all meetings.</p> <p>SACRE has benefitted from the input from external consultancy in support of planning and advice to schools.</p> <p>Approximate time spent on preparation, research, disseminating information and meetings is half a day per week for both the officer and clerk.</p>

<p>Are there any issues that your SACRE has referred to its LA for consideration and/or action (such as grade data, resourcing)? If so, please specify, and describe the response/outcome.</p>	<p>Ways to continue to encourage all schools to engage with the annual return. The LA now identifies a specific question for schools to answer in greater depth each year to gain a fuller picture of key strengths and areas for development. E.g. IFW 2014</p>
<p>Has your SACRE given advice to LAs on any matters? If so, please broadly describe the advice and specify the SACRE's reason for offering advice.</p>	<p>Nothing to report.</p>

Key area 2f: Partnerships with other key stakeholders

Question	
<p>Has your SACRE undertaken, commissioned or sponsored any training activities for teachers, TAs, governors or the public, such as annual lectures, conferences, workshops, inset, student days, visits to places of worship or visits to higher education? If so, please describe and evaluate briefly.</p>	<p>Training for RE Teachers has been organised to teaching of Buddhism in the 2013 – 2014 period.</p> <p>The LA Officer supporting SACRE has brokered support for several primary schools from other schools in the borough with good practice.</p> <p>The LA has sponsored attendance by members at NASACRE annual conference and at a NW RE conference. Feedback to the subsequent SACRE was positive.</p>

3. The effectiveness of the local agreed syllabus

Key area 3a: Review of the agreed syllabus

Question	
Please specify, with a year, your SACRE's present stage in the cycle of implementing, monitoring, reviewing, writing/revising, launching or training in the agreed syllabus.	The forthcoming SACRE meeting (May 2015) will be putting in to motion initial planning and timescale for a new syllabus from 2016 - 2021

Key area 3b: Using the non-statutory national framework

Question	
To what extent, and in what ways, is account being taken of the non-statutory national framework for RE, and also of the RE section of the new secondary curriculum? What impact is this having on RE locally?	The current agreed syllabus is firmly based on non-statutory framework for RE and fully reflects all requirements within that framework. Non – statutory guidance in 2013 'A review of RE in England' will help inform support in 2014 - 2015

Key area 3c: Developing the revised agreed syllabus

Question	
Please describe how your SACRE normally reviews its agreed syllabus and in what respects it aspires to improve on the present version.	<p>The agreed syllabus is reviewed and agreed by the agreed syllabus conference, stakeholders and with full regard to all national guidelines.</p> <p>Halton's revised agreed syllabus reflects the current secondary curriculum and current primary curriculum framework. Future planning will focus on reflecting current government thinking and the 2013 revised non – statutory guidance relating to core knowledge</p>

Key area 3d: Consultation/launch/implementation of the agreed syllabus

Question	
Please describe how your SACRE publicises, supports and exemplifies the agreed syllabus for RE.	Copies of the agreed syllabus are sent to all schools and sent to the Policy and Performance Board for information. All key documents relating to SACRE and RE teaching and learning and collective worship are held on 'perspectivelite' an online tool accessed by all schools in Halton.

Key area 3e: Additional guidance/monitoring and evaluation of the agreed syllabus

Question	
How has your SACRE worked with schools to monitor the quality of RE and to monitor the use of the agreed syllabus and/or framework? (You may wish to include data on the number and scope of primary and secondary schools contacted.)	All Halton primary, secondary schools, academies, special schools and pupil referral units are sent an annual return for completion by Autumn half term. This gives information on the agreed syllabus followed, monitoring of the provision of RE and the school's self evaluation of RE (and collective worship).

4. Collective worship

Key area 4a: Practice and provision for collective worship

Question	
How has your SACRE worked with schools to support the provision of high quality collective worship? (You may wish to include data on the number and scope of schools contacted.)	All Halton primary, secondary schools and academies and special schools and pupil referral units are sent an annual return for completion by Autumn half term. This gives information on the provision of collective worship including the school's self-evaluation.

Key area 4b: Monitoring the provision of collective worship

Question	
Please offer a brief prose analysis of the main recurrent strengths and weaknesses of collective worship in primary, secondary and special schools.	<p>Collective worship in primary schools is regarded as a strength in the borough (partly due to the high proportion of faith schools). In the last 4 years no school has been found by ofsted to be failing to fulfil its statutory obligation in collective worship. 100% of schools make provision for a daily act of worship in line with statutory requirements</p> <p>93% of schools regularly review and evaluate collective worship.</p>
<p>Please give an overview, where applicable, of applications for determinations in collective worship in the past year. Please specify:</p> <ul style="list-style-type: none"> • the number of applications • how many were new applications, and how many were renewals • approximately how many pupils were affected in each case • the SACRE's decision in each case, and a brief reason. 	No determinations

<p>Please itemise, where applicable, any complaints about collective worship in the past year, with a very brief description of the nature of the complaint and the SACRE's decision.</p>	<p>No formal complaints have been made to SACRE.</p>
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5. Contribution of the SACRE to the SMSC agenda

Key area 5a: representative nature of the SACRE

Question	
Please offer a brief prose comment on the extent to which your SACRE reflects the religious and ethnic diversity of the local/regional community.	Membership reflects the religions and ethnic diversity of the local community. Please see Appendix 3
Please outline what steps your SACRE takes to be proactive in ensuring that its membership reflects this diversity.	Invitations for observers from other faiths have been distributed with the local and wider community.

Key area 5b: Knowledge and understanding of the local religious, cultural and ethnic minority

Question	
Please offer a brief prose comment on the channels of communication between your SACRE and constituent faith, cultural and other groups (such as faith forums, committees, interest groups, campaigns, charities).	

Key area 5c: Understanding the intrinsic contribution which RE can make to social, racial and religious harmony and to SMSC

Question	
<p>Please describe the ways in which your SACRE is engaging with and monitoring the contribution of RE to social, racial and religious harmony and to community cohesion in your area.</p>	<p>A member of SACRE has been identified to take responsibility for co-ordinating SACRE's work in relation to community cohesion.</p> <p>Through 2013 – 2014 The LA provided support and guidance to develop effective SMSC provision in schools, including the gaining by teachers of a secure understanding of fundamental British values and effective practice at a variety of scales and through a range of learning opportunities and engagement with people from a range of communities.</p> <p>Updates have been given at Headteacher meetings</p>

Key area 5d: Links to local authority initiatives promoting diversity

Question	
<p>In what ways is your SACRE taking account of and engaging with local authority initiatives promoting diversity?</p>	<p>As above.</p> <p>Joint working with neighbouring LA's</p>

Summary

Question	
What good practice and distinctive features in your SACRE could be shared with the RE community locally, regionally, nationally or internationally?	Halton SACRE fulfils its statutory obligations. Standards in RE are not an issue in Halton – generally the quality of RE is good. There are currently no schools where RE has been deemed less than satisfactory.
How would you describe the sense of community that exists in the ethos of your SACRE? What events, celebrations or forms of communication best exemplify this?	<p>Some SACRE meetings have been held in schools by invitation in order to enable SACRE members to experience the school's community ethos including experiencing pupils' spiritual activities.</p> <p>Further lines of communication include joint 'informal' meetings with neighbouring SACRE.</p>
If the DfE were to consider changing its advice on RE and collective worship, what comments would your SACRE have concerning the future of RE and the future of collective worship?	Further strengthen current guidance from DfE including letter to SACRE from Lord Nash January 2015
Are there any other points about RE, collective worship or SMSCD (spiritual, moral, social and cultural development) that your SACRE would like to express to QCDA (such as national innovations)?	<p>We would stress the power of collective worship to give children opportunities and experiences they may not get in other ways, to encourage each child to value their uniqueness, feel valued, understand equality and diversity and be given the opportunity for reflection amongst a busy school life.</p> <p>In Halton all schools understand the importance of the school's ethos in promoting SMSC</p>

APPENDIX 1

GCSE Full Course

The number of pupils entered for full GCSE examinations in religious studies for the period 2005 to 2014 is as follows:

	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
Number of candidates	408	381	446	382	355	534	515	449	461	386
% of pupils aged 15+ entered	25.3	24.3	27.2	23.4	23.0	34.1	34.5	32.7	32.3	26.7
% of candidates gaining A* - C	42.6	47.2	57.4	61.0	55.2	41.0	44.5	62.1	72.7	54.4
% of candidates gaining A* - G	93.6	94.8	97.3	97.1	98.3	91.6	90.5	97.8	98.0	95.1

Attainment at percentage of entry gaining Grades A* - C improved from 42.6% in 2005 to 72.7% in 2013 and represents Halton's best performance to date within this subject. The A* to G % has also increased from 93.6% in 2005 to 98.0% in 2013.

The 2014 national data (provided by the National Consortium for Examination Results - NCER) comparative information is detailed below.

Total entries	217,000
% of pupils aged 15+ entered	38.8%
% of candidates gaining A* - C	70.7 %
% of candidates gaining A* - G	97.9 %

National Subject Residual for RE

This is produced by NCER by calculating a pupil's average attainment across all entries and then how the pupil in any one entry differs from this average attainment. When these averages and differences are built up to school, LA or National level it produces subject residuals. The calculations use the section 96 points scores which is 6 points per grade.

The national and Halton full GCSE RE figures are provided together with the adjusted LA residual. In 2005 the overall adjusted LA residual was -3.23 which means that of the pupils who sat GCSE Religious Studies their performance overall was half a grade lower in GCSE RE compared with their overall GCSE average score when compared to national results.

In 2013 the LA adjusted residual was +0.11 which means that the overall grade in GCSE RE was +0.36 points higher than the national overall average GCSE score for those pupils taking GCSE RE.

	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
National	0.42	0.58	0.80	-0.65	0.49	0.11	0.07	0.11	0.08	-0.25
Halton	-2.81	-2.38	-0.47	-2.94	-2.35	-5.41	-4.37	-2.28	3.12	0.11
Adjusted LA Residual	-3.23	-2.96	-1.27	-2.29	-2.84	-5.52	-4.44	-2.39	3.04	0.36

GCSE Short Course

Performance has varied since 2005 with A*-C performance rising to 57.9% in 2011, though there have been fewer entries compared to previous years.

No SC GCSEs reported in 2014

	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
Number of candidates	698	391	426	496	735	522	340	228	283	0
% of pupils aged 15+ entered	43.3	25.0	26.0	30.4	47.6	33.4	22.8	16.5	19.5	n/a
% of candidates gaining A* - C	41.1	35.0	45.3	57.3	48.4	55.9	57.9	60.1	51.2	n/a
% of candidates gaining A* - G	91.1	94.9	97.2	97.4	95.6	98.7	97.4	99.1	90.8	n/a

'AS' and 'A' Level

In 2014 there were 4 entries for Religious Studies AS level (St Chad's – 3, Sts. Peter & Paul – 1). All candidates gained an A – E grade. The grade breakdown was 1 B grade, 2 C grades and 1 E grade.

In 2014 there were 17 entries for Religious Studies A-level (St Chad's – 10, Sts. Peter & Paul – 7). All candidates gained an A – E grade. The grade breakdown was 2 A grades, 6 B's, 8 C's and 1 D.

APPENDIX 2Findings from the 2013/14 Annual Return

The following are all the comments by schools within the completed annual returns.

School	Activities for Inter Faith Week
All Saints Upton CE Primary	Interfaith activity week planned for Spring 2015
Beechwood Primary	Staff will be conducting assemblies based on this
Brookfields	Whole school activities based around the theme of celebration – each key stage / part key stage to focus on the celebratory events of Christianity, Hinduism or Judaism.
Ditton Primary	We started the week off with a whole school assembly celebrating what diversity we have at Ditton. We asked visitors (parents) to come in and share their beliefs with the classes. They also cooked traditional dishes for staff and children. We shared/celebrated work we completed with our visitors and ended their time with us with traditional dancing.
Farnworth Primary	As our school Open Evening falls within Interfaith week we are providing visiting parents the opportunity to access a multi-faith classroom. Our Year 6 children are debating the importance of Jerusalem to three major faiths and our Year 4 children are starting a new topic studying aspects of Hinduism. Year 5H class collective worship during Interfaith week will be looking at the Festival of Hannukah.
Gorsewood Primary	Chinese New Year, Diwali and Challenging Stereotypes
Halebank CE	Reception and Key stage 1 children had a workshop on Hanukkah from David Coleman from the Jewish Liverpool Resource centre.
Hallwood Park Primary	This is the first time that I have heard about IFW. I would be keen to look at this next year and so would appreciate being included on any mailing list that relates to this. I have just been added to the Heath Schools RE co-ordinators mailing list so this may include details of IFW.
Halton Lodge Primary	This has not yet been planned
Hillview Primary	A year group will be leading a whole school assembly focusing on Interfaith Week.
OLPS Primary	Judaism visitor, cross curricular links including art/dt and creative writing.
Ormiston Bolingbroke Academy	Deviate from the SOW to allow different religious traditions to be taught throughout that week – usually obscure and alien traditions, so the pupils can see how diverse religions are both globally and in the UK.

	Potential to get in visiting speakers and workshops from local religions – Buddhism, Islam etc – and to invite Liverpool Community Spirit into school to do workshops with both KS3 and KS4.
Pewithall Primary	Sharing of interfaith stories, materials and art work
St Basil's Catholic Primary	Our Judaism week, which is part of Come and See, was celebrated across the whole school. Mr Cohen visited the school and the following week Y3 children visited a synagogue in Liverpool. A whole school assembly on the Friday brought all the different aspects of children's learning from across the school.
St Bede's Catholic Infant	Linked to our RE programme and the study of Judaism, a visitor from the Jewish centre in Liverpool came to school and talked about Hanukkah, stories of Moses and Abraham and Shabbat with the children. Year 2 children also visited the synagogue in Liverpool
St Chad's Catholic and CE High	At St Chad's we offer many opportunities for both staff and pupils to be involved in such events. We are also one of very few 'Face to Faith' schools which enables active 'real- time' dialogue between our pupils and those of different faiths in other countries. We have had very successful video conferences with schools in Pakistan and Israel. At the moment we are involving KS5 in this initiative. The Chaplain will run various activities in which year groups are involved in chapel activities within RE lessons and assemblies will be delivered around this key theme.
St Clement's Catholic Primary	Collective Worship with all children. Key Stage Collective Worship at children's level and understanding. Mini-Vinnies group will decide ways to ensure awareness around school and school focus. Display information around school
St Edward's Catholic Primary	None – we are studying Hinduism when we return to school on 3rd Nov – but we have no events planned for interfaith week.
St Gerard's Catholic Primary	Whole school assembly to celebrate work. Activities and work in class to cover Other faiths as outlined in Come and See syllabus. A variety of cooking and tasting activities were undertaken. Whole school displays of children work celebrating Other Faiths was created. Head teacher's awards were given for work completed during Other faiths week.

St John Fisher Catholic Primary	We are having a Mass on Wednesday 19th November with a focus on peace and an end to injustice.
St Michael's Catholic Primary	As a whole school, the children studied Hinduism for 2 weeks beginning on 10 th November. Each year group had a different focus, for example Year 3 focused on the mandir as a place of worship.
The Grange Through School	Primary: music, dance, art activities, storytelling and puppet show performed by the children. Secondary: promotion of Interfaith Week around school and running a competition for students to design an interfaith symbol
The Holy Spirit Catholic Primary	This year we had a day where we explored Hinduism and had a guest speaker in to talk to the children about Diwali and made Rangoli patterns and the children and staff had henna painted on their hands
Wade Deacon	During this week all tutor groups in the school had a THOUGHT FOR THE DAY on a moral / religious theme. This is proving an excellent way of encouraging students to reflect on different religions and moral and cultural issues. This is an ongoing programme across all year groups.
Westfield Primary	Visits to a local church and a synagogue. Assemblies led by a local vicar. This term's whole school planning topic focuses on all festivals throughout the year so we will be covering all festivals/celebrations that we know of! This involves practical tasks such as cooking, making religious artefacts, spiritual reflection through music and debate, learning about the history and culture of different faiths and enjoying diversity.
Weston Primary	Sharing special foods from different faiths Visiting places of worship Multi faith workshops in school Art workshops led by specialists

APPENDIX 3

SACRE MEMBERSHIP

Group A Christian Denominations and Other Religions and Denominations, which reflect in the opinion of the Authority, the principal religious traditions in the area. (2 Catholic, 1 Methodist representatives)

Diocese of Shrewsbury

Mrs Margaret Morgan, Norton Cross, WA7 6UD

Liverpool Archdiocesan Schools Commission

Miss Jackie Coughlan Head Teacher, St Bedes Catholic Infant School

Methodist Districts of Liverpool and Chester

Mrs Anne Maxfield Weston Point Community Primary School

Group B the Church of England (3 representatives)

Chester Diocese

Mr Ted Owen, Runcorn, WA7 5PW

Vacancy Contacted Chester Diocese

Liverpool Diocese

Canon Dr Jeremy Duff St Paul's Vicarage, Victoria Square, Widnes, WA8 7QU

Group C Teachers' Associations (1 Head Teacher representative – all phases and 2 x 1st Tier Teacher representatives)

Mrs Carol Lawrenson Head Teacher Representative (NASUWT)

Mrs Brigid Green Teacher Associations (NUT)

Group D the Local Authority

Cllr Mark Dennett	Children & Young People Policy and Performance Board Chair
Cllr Chris Rowe	Urban Renewal Policy and Performance Board Member
Cllr Ged Philbin	

Co-opted Members (N.B. can be affiliated to a group but have no voting rights)

Mr Paul Smalley	Teacher Associations (Vice Chair)
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