**Ends Policy 1:** To demonstrate continuous progress toward provincial targets in literacy, numeracy, and science (English and French Immersion).

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| **Goals** | **Strategies** | **Indicators of Success** | **Timeline** | **Responsibility** |
| * 1. Support classroom teachers and teams in developing and implementing routine formative assessment practices to inform both short and long-term planning based on data from ongoing assessment (classroom formative, common, school/district/provincial).

**ENDS 1 CONTINUED**: | 1. Developing Successful Schools Conference Team (July 2013) will lead a session at Principals; and Vice Principals’ meetings.
 | * Professional learning session at Administrators’ meetings.
 | 2014 | District Lead & 2013 Team |
| 1. Provide training and support for assessment to high school SPRs and teachers.
 | * Sandra Herbst Provincial Workshop (August 2014 - 18 participants– 10 SPRs).
* Subject Coordinators to follow up with high school SPRs monthly.
* Professional learning plan for formative assessment.
 | 2014-2016 | Director of Curriculum and InstructionSubject Coordinators |
| 1. Provide professional learning opportunities on assessment for administrators and teachers. Examples include:
* Admin meeting focused on balanced assessment
* Sandra Herbst Subject Council Day (Aug) for SSEC & SJEC
* PD Day for HEC focused on assessment (Feb)
* Guided book study “Making Classroom Assessment Work” by Anne Davies for Administrators and SPRs
* Provincial PD session with Ruth Sutton, “Leading Assessment for Learning”.
 | * Administrator meetings focused on assessments.
* Feb PD Day for HEC teachers.
* Book study complete.
* Attendance at provincial PD.
* School Review reports and how schools progress on assessment indicators.
 | 2014 - 2016 | Director of SchoolsDirector of Curriculum & InstructionSuperintendentCoordinators |
| 1. Revise the District Assessment Plan and support collaborative teams in analyzing the data to determine improvement steps.
 | * Evidence of formative assessment and data informing instruction (assessment data and applications to lesson plans, student exemplars, videos in classrooms of best practices, sample common/formative assessments).
* Use of electronic Assessment Dashboard in schools (Kindergarten – Grade 8).
* Administrators, teachers, and Subject Coordinators focus group.
 | 2014-2016 | Director of Curriculum and InstructionLiteracy and Numeracy, Subject CoordinatorsTechnology Subject Coordinator and MentorsSupervisor of Data and Accountability  |
| 1. Lead and support effective classroom and common assessment practices.
 | * Subject Coordinators participation in school collaborative team meetings that focus on assessment (agendas and notes).
* Samples of classroom assessment practices.
* Inventory checklist developed and implemented.
 | 2013-2016 | Director of Curriculum & InstructionSubject CoordinatorsSupervisor Data and Accountability Educational Support Coordinators  |
| **1.2** Support classroom teachers and school teams in the planning and implementation of effective instructional practices to meet the diverse needs of students. | 1. Support collaborative teams and core leadership teams in each school.
 | * Professional learning for administrators provided during Administrator meetings.
* Collaborative teams established in each school.
* Core leadership team in each school.
* School improvement plans.
* School Education Reviews.
 | 2013-2015 | Director of Curriculum and InstructionDirector of Education Support ServicesDirector of SchoolsAdministrators |
| 1. Develop the Professional Learning Community framework to share with administrators and promote the use of this framework when Coordinators, Administrators and EST (Education Support Teachers) work with teachers in collaborative teams.
 | * Professional Learning Community framework.
* Use of Universal Design for Learning lesson plan templates.
* Use of UDL based learning opportunities.
* “Look For” Implementation Plan.
 | 2014-2015 | Subject CoordinatorsEducation Support Services Coordinators |
| 1. Model and support teachers with Universal Design for Learning lesson planning using the template.
 | * Administrator Meeting /follow up session.
* Professional Learning Sessions delivered.
 | 2013-2015 | Subject CoordinatorsEducation Support Services CoordinatorsEducation Support Teachers, Numeracy and Literacy |
| 1. Provide support to schools with the Provincial “*Look Fors”* and provide professional learning sessions for administrators/instructional leads and/or school staffs.
 | * Implementation plan.
* Professional Learning Sessions.
* Walk-throughs conducted.
* Walk-through data collection.
* School Reviews / SIP.
* Performance Excellence project.
 | 2013-2015 | Director of Curriculum and InstructionLiteracy, Numeracy, and French Second Language Subject Coordinators |
| **ENDS 1 CONTINUED**: | 1. Use provincial and District data to address needs in classroom instruction through co-teaching and K-3 literacy intervention programs by placing leads where needs are greater.
 | * Increased achievement levels.
 | 2014-16 | SuperintendentDirector of Curriculum & InstructionLiteracy and Numeracy Coordinators and Leads |
|  | 1. Implement Cross-curricular Literacy, Numeracy, and Science initiatives in middle and high schools.
 | * Stepping Out training on-going.
* Model lessons that incorporate key numeracy skills in all subject areas (use of numbers, operations, shapes, graphs, charts, diagrams, and real-world applications).
* Model lessons that incorporate key science skills in all subject areas (STSE, skills, knowledge, attitudes, safety, collaboration, inquiry-based learning, problem solving, decision making, critical thinking).
* Meetings with SPRs and Subject Coordinators to follow up.
 | 2013-2016 | Literacy, Numeracy, and Science Subject Coordinators |
| **ENDS 1 CONTINUED:** | 1. Implement the Provincial Coaching Model.
 | * Presentation of the model at a Principals’ Meeting.
* Professional learning for all leads (Aug 28/14).
* Presentations of the model by Principals and Coordinators to classroom teachers at a school staff meeting.
* Job-embedded professional learning for Educational Support Teachers on the model.
* Develop and facilitate professional learning for Administrators and teachers (DSS team, 2014)
 | 2014-2015 | Director of Curriculum & Instruction Director of Education Support ServicesLiteracy and Numeracy Subject CoordinatorsEducation Support Services CoordinatorsInclusion FacilitatorsAdministrators |
| 1. Continue to promote on-going initiatives for Literacy, Numeracy, and Science. Begin new initiatives where possible.
 | * Evidence of the use of Cross-curricular “Look For” flip chart and Reading tools in walk-throughs, classroom observations, and School Education Reviews.
* Stepping Out training for all teachers new to middle and high schools.
* Participation in Elementary Literacy Friends Program, increased number of volunteers.
* Participation in The Learning Partnership “i- cubed” initiative (grades 6-8).
* Participation in UNB Math Competition.
* Participation in Science Fairs.
* Oratorical competitions.
 | 2013-2016 | Literacy, Numeracy, and Science Subject CoordinatorsAdministrators |
|  | 1. Provide training in new programs for French Immersion Teachers.
 | * Workshops for French Immersion Teachers (Grades 3-8).
 | 2013-2016 | French Second Language Subject Coordinators |
|  | 1. Implement new Provincial Instructional Time Guidelines K-8.
 | * Workshop for Administrators to develop schedules that align with the guidelines.
* Review of K-8 schedules.
 | 2013-2015 | Director of Curriculum and InstructionDirector of SchoolsSubject Coordinators |
|  | 1. Provide modeling and support to teachers new to teaching Science.
 | * Lesson modeling.
* Peer communication/sharing of resources and knowledge.
* Development of SharePoint online resources.
 | 2014-2016 | Science Subject Coordinator |

**Ends Policy 2:** To provide positive and safe learning and working environments for children, youth, and staff.

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| **Goals** | **Strategies** | **Indicators of Success** | **Timeline** | **Responsibility** |
| **2.1** Provide positive and safe environments. | 1. Development of a District Positive Learning Environment Plan designed to promote, create, and maintain a positive, safe and inclusive environment – each school is required to have a plan and a template will be provided.
 | * A district plan and a school plans completed as per EECD Policy 703.
 | 2013 - 2015 | Director of Education Support ServicesPositive Learning Environment CoordinatorsAdministratorsDirector of Schools |
|  | 1. Introduction and ongoing development of Positive Behavior Intervention and Supports model as well as Response to Intervention model through professional development. Four schools will be involved in a 2013-2014 pilot. (Fundy, Simonds, St. Malachy’s and Belleisle) and four additional schools (Grand Manan, HVHS, Sussex Regional, Sussex Middle). All other middle and high schools will have a one day PD by Centre.
 | * Increase in positive communication and positive interventions in schools as measured by Behaviour Tracking data, “Tell them from Me”, and School Education Reviews.
* Presentation from Pilot schools.
 | Pilot: 2013-2014 | Director of Education Support ServicesPositive Learning Environment CoordinatorsAdministrators |
|  | 1. Implementation of a school based behavior pyramid of interventions and system to monitor and evaluate its effectiveness on an ongoing basis.
 | * Schools have a well-developed and implemented pyramid of interventions.
* School Education Reviews.
* Behaviour Data.
 | 2013-2016 | Director of Education Support ServicesPositive Learning Environment CoordinatorsAdministrators |
|  | 1. Provide professional learning on analyzing behavior data from Winschool, Tell Them From Me survey, and incorporating it into the planning process.
 | * Number of staff trained.
* Video tutorial created.
* Positive trend in behaviour data: fewer suspensions, decrease in inappropriate behaviour, and a decrease in reported bullying (behaviour tracking data).
 | 2013-2016 | Director of Education Support ServicesSupervisor of Data & AccountabilityPositive Learning Environment CoordinatorsAdministrators |
|  | 1. Expand the “Turnaround Achievement Award Program” to Saint John and St. Stephen Education Centres.
 | * “Turnaround Achievement Award” Programs in St. Stephen, Saint John, and Hampton Education Centres.
 | 2013-2016 | SuperintendentCommunity Engagement CoordinatorPositive Learning CoordinatorsCommittee Members by Centre |

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| **Goals** | **Strategies** | **Indicators of Success** | **Timeline** | **Responsibility** |
| **ENDS 2 CONTINUED:** | 1. Develop a plan to ensure that internet safety and digital citizenship are part of the delivered curriculum. A District committee will lead, including police.
 | * Committee formed and active.
* Plan developed and resources identified.
 | 2013-2016 | Technology Subject Coordinator/MentorsPositive Learning Environment CoordinatorDistrict Working Committee |
|  | 1. Training on PREPARE by Education Centre for Principals (Prevent, Reaffirm, Evaluate, Provide & Respond, Examine) program and Crisis Events Protocols.
 | * Training for all Principals, District Education Support Services team.
* All staff familiar with protocol.
 | 2014-2015 | Director of Education Support ServicesPositive Learning Environment CoordinatorsDistrict Trainers |
|  | 1. Develop a district Emergency Measures team and updated plan.
 | * Team identified and plan in place.
 | 2014-2015 | SuperintendentDirector of Finance and AdministrationDirector of Schools |
|  | 1. Continue focusing on “WITS” (**W**alk away**: I**gnore**: T**alk it out: **S**eek help) Program (K-5) and “Beyond The Hurt” (6-12) by expanding the “WITS” Program to Hampton and Saint John Education Centres and “Beyond The Hurt” to Saint John Education Centre. (Pending funding).
 | * Increased number of schools involved in the “WITS” and “Beyond the Hurt” programs.
* Behavioural Tracking data.
 | 2013-2015 | Director of Education Support ServicesPositive Learning Environment Coordinators |
|  | 1. To raise awareness of severe allergies and the impact on students and staff; to examine Policy 704, our training model and to bring consistency to the procedures in place across ASD-S.
 | * Kits sent to each school.
* Training offered face to face.
* Consistency of processes and procedures across Centres.
 | 2014-2016 | SuperintendentHealthy Learners NursesHealth & PEd. Coordinator |
| **2.2** Ensure schools have inviting environments that respect diversity and inclusive practices. | 1. Develop at the school level 1-2 optional questions on the “Tell Them From Me” student survey related to a positive/inclusive environment.
 | * Positive Learning Environment questions are created and included on the survey.
 | 2013-2014 | Supervisor Data and AccountabilityAdministrationSchool Staff |
|  | 1. Revisit and support high school Gay Straight Alliance groups. EECD will provide training on EGALE resources.
 | * Effective working Gay Straight Alliance groups.
* A district networking event.
 | 2013-2016 | Director of Education Support ServicesPositive Learning Environment CoordinatorsGuidance Counsellors |

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| **Goals** | **Strategies** | **Indicators of Success** | **Timeline** | **Responsibility** |
| **ENDS 2 CONTINUED:** | 1. Provide and promote professional learning opportunities for staff to increase their awareness of the scope and impact of the discrimination of Lesbian, Gay, Bisexual, Transgender/Two-Spirited, Questioning/Queer (LGBTQ) individuals and increase staff knowledge and skills in promoting respect for human rights, supporting diversity, and addressing homophobia and heterosexism in our schools.
 | * Resources/workshops will be made available to teachers and administrators.
* E-packet of K-12 resources supplied to schools.
* Continued administrator PD.
 | 2013-2016 | Director of Education Support ServicesPositive Learning Environment Coordinators |
|  | 1. Work in partnership with the Department of Education and Early Childhood Development and Inclusion Facilitators on the Year 3 Inclusion Actions (school based support, high school triads, PLP development, School Review indicators, high school renewal, assessment, UDL).
 | * Professional development will be offered.
* Inclusion facilitators will be working with specific schools.
 | 2013-2015 | Director of Education Support ServicesEducation Support Services CoordinatorsInclusion Facilitators |
|  | 1. Examine student attendance as a follow-up to the 2013 NBTA Forum – build awareness of the data.
 | * Develop a consistent mean for recording the data.
* Communicate the data to families to build awareness.
 | 2103-2016 | SuperintendentData & Accountability SupervisorDirector of Schools. |

**Ends Policy 3:** To strengthen engagement of families and foster community partnerships.

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| **Goals** | **Strategies** | **Indicators of Success** | **Timeline** | **Responsibility** |
| **3.1** Provide a variety ofcommunication strategiesand social media to strengthen connections with family and community. | 1. Seek input from parents on how they want to receive information – a survey will be developed and available on each school’s website.
 | * Teacher contact with parents through a variety of means including phone calls, personal notes, meetings and via technology.
* School Education Review data.
* PSSC engagement
 | 2013-2016 | Administrators District Technology MentorsTechnology Subject CoordinatorCommunity Engagement Coordinator |
|  | 1. Develop ASD-S website which is user friendly for families and partners, further improve “Southern Exposure” and

up-date Transportation sites to ensure routes are accurate, development of the Blog for external communication. | * Focus group to seek input.
* ASD-S main site up and running with identified links.
 | 2013-2015 | Superintendent and Management TeamIT/Community Engagement Coordinator |
| 1. The district will enhance school websites and make them a key communication tool for families by identifying the components of a good school website, developing a common template, and providing training and support for identified key person(s) for each school to ensure all schools have current and updated information posted on their websites.
 | * Template developed.
* Basic checklist of essential components (include a PSSC connection) for websites used by all schools and template developed.
* Identification of key person annually at each school to maintain the website.
* District training and support for schools.
 | 2013-2015 | Technology Subject CoordinatorTechnology Mentors |
| 1. Promote consistency within a school in use of online communication mediums (eg: Weeblies, Blogs, Wikis) – support by Mentors.
 | * Identified communication medium for each school.
* Percentage of teachers with on-line communication
 | 2013-2016 | Administrators Technology Subject CoordinatorTechnology Mentors  |
| 1. Develop guidelines for acceptable and current means of delivering information when using social media forms – email protocol.
 | * School Education Review data.
* School survey of parents.
* Development and implementation of guidelines.
 | 2013-2015 | Community Engagement CoordinatorTechnology Subject Coordinator Technology MentorsCommittee (Principal, PSSC member, NBTA representation). |

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| **Goals** | **Strategies** | **Indicators of Success** | **Timeline** | **Responsibility** |
| **ENDS 3 CONTINUED**: | 1. Organize annual PSSC and Student Forums to share information and improve communication.
 | * Forum held.
* DEC feedback from PSSC’s.
 | 2013-2016 | DEC membersDirector of SchoolsHigh School PrincipalsHigh School Student Councils |
|  | 1. Increase use of Twitter for district news and updates.
 | * Postings of district communication such as school cancellations and other district information for parents / community.
* Number of followers.
 | 2013-2016 | Superintendent and Management TeamTransportation Staff |
| **3.2.** Foster Community Partnerships.  | 1. Share community initiatives in which schools are participating through websites, media, Southern Exposure and Blog.
 | * Frequency in which information is shared.
 | 2013-2016 | AdministratorsCommunity Engagement Coordinator Community School Coordinators (for 16 schools) |
| 1. Update Volunteer Policy and brochure and post on the district website.
 | * Increase in volunteers for different programs.
* Updated policy and brochure.
 | 2013-2014 | Community Engagement CoordinatorCommunity School Coordinators SuperintendentDirector of Human Resources |
| **3.3** Provideopportunities for students to participate in real – world citizenship building activities and work toward creating a global community.**ENDS 3 CONTINUED:** | 1. Identification of educators to form a “Guiding Coalition” on citizenship education (10 reps – all Centres), continued meetings.
 | * Meetings of the group and actions.
 | 2014-2016 | Director of Curriculum and InstructionSocial Studies Coordinator |
| 1. Collect data on initiatives supporting local, national and international charities and programs.
 | * Initiatives, resources and contact people are shared.
 | 2014-2016 | Technology Subject CoordinatorSocial Studies Subject CoordinatorCommunity Engagement Coordinator |
| 1. Schools sharing initiatives on the EECD Citizenship Education Portal.
 | * Use of Portal
 | 2014-2016 | Guiding CoalitionSocial Studies Coordinator |
| 1. The District supports schools in identifying new initiatives to enhance Citizenship Education while maintaining successful initiatives and expanding across education Centres. (Ex. Craig Kielburger at Harbour Station, Summer 2014 PD for teachers, session for Community Schools Coordinators).
 | * Participation of schools.
 | 2013-2016 | Director of Curriculum and InstructionCommunity Engagement CoordinatorSocial Studies CoordinatorCommunity Schools CoordinatorsSocial Studies “Guiding Coalition” members |
| 1. Work with administrators and community to build capacity for increased numbers of international students (AEI).
 | * Number of students
 | 2013-2016 | PrincipalsInternational Student Coordinator |

**Ends Policy 4:** To provide opportunities for staff to learn about mental health issues in children and youth and to promote school and district wide initiatives that promote mental fitness.

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| **Goals** | **Strategies** | **Indicators of Success** | **Timeline** | **Responsibility** |
| **4.1** Provide opportunities for all school and district educational staff to learn about mental health issues in children and youth. | 1. Deliver Changing Minds and/or Mental Health First Aid Training to staff at each school.

Continue ASIST (Applied Suicide Intervention Skills Training). | * Training sessions offered.
* Number of participants
* Survey results will indicate that staff are better prepared to support students with mental health challenges.
 | 2013-2016 | Positive Learning Environment Coordinators Mindcare partnership |
|  | 1. Implement the LINK program in all middle and high schools and provide an orientation to all grade 5 students during middle school transition activities. Reminder to school LINK champions in September & February to revisit with their staff.
 | * Communication to all schools and staff.
* In-school assemblies held to inform students.
* LINK contact identified in each middle and high school.
* Distribution of LINK decisional tree information to all elementary schools.
* LINK program is on every middle school transition day agenda.
 | 2013-2015 | Positive Learning Environment CoordinatorLINK Committees (by regions)Health Learners NursesAdministrators and School Champions |
|  | 1. Schools may use a half day of one parent teacher day to focus on mental health PD for staff.
 | * Topics covered
* Number of schools participating
 | 2014-2016 | SuperintendentDirector of Schools |
|  | 1. Providing training opportunities in the suicide awareness program “Safe TALK” from Livingworks (half day or evening available for parents).

[**T**ell: **A**sk: **L**isten: **K**eep safe] | * Training completed.
* Number of participants tracked.
 | 2013-2015 | Positive Learning Environment Coordinators Middle and High School Administrators |
|  | 1. Investigate the possibility of district involvement in the “Gatekeepers” training program for identifying mental health issues (Dr. Stan Kutcher program).
 | * Investigation completed.
* Possible training date identified.
 | 2013-2016 | SuperintendentDirector of Education Support ServicesPositive Learning Environment Coordinators  |
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| **Goals** | **Strategies** | **Indicators of Success** | **Timeline** | **Responsibility** |
| **ENDS 4 CONTINUED:****4.2** Provide opportunities for all school and district staff to learn about and promote mental fitness in the workplace and for children and youth. | 1. Offer education, professional development sessions and information related to coping skills and mental fitness in the workplace to all employees.
 | * Pamphlets, websites, etc. available.
* Number of workshops on work/life balance.
* Number of participants.
* Positive Learning Environment Newsletter (4x per year).
 | 2013-2016 | Positive Learning Environment CoordinatorsHealthy Learners NursesHealth and Phys. Ed. Subject CoordinatorNBTA Wellness Champions |
|  | 1. Promote the NBTA School Based Wellness Program to all teaching staff including a mental fitness component.

The District will provide a 0.5 release day for the Wellness Facilitator’s Spring meeting. | * Information will be shared at administrator meetings.
* Information is passed on to administrators at beginning of school year to share in weekly staff memos.
* Number of professional learning sessions offered to each employee group and number of participants.
 | 2013-2016 | NBTA Wellness Champions / NBTA CounsellorDirector of SchoolsHealth and Phys. Ed. Subject Coordinator  |
|  | 1. The District Health Advisory Committee will focus on mental health and will promote mental fitness in their correspondence to schools.
 | * Number of tips published.
* New Brunswick Student Wellness Survey.
* Notes from Committee meetings.
 | 2013-2016 | Healthy Learners NursesHealth and Phys. Ed. Subject Coordinator |
|  | 1. Pilot the Mental Fitness Tool Kit activities and share information with PSSC.
 | * 21 schools piloting in 2014-15.
* Nurses checking in with their schools to monitor.
 | 2014-2016 | Healthy Learners NursesHealth and Phys. Ed. Subject CoordinatorSchool based CAR facilitatorsPositive Learning Environment CoordinatorPartner; Healthy & Inclusive Communities |
| **4.3** Promote and facilitate mental fitness activities for the school community. | 1. Provide schools with information on mental fitness to share with families.
 | * Distribution of Government Mental Fitness Calendar
* Website information for parents.
 | 2014-2016 | District Health Advisory CommitteeHealth and Phys. Ed. Subject Coordinator |
|  | 1. Implement a pilot of the “Fun Friends” program – preschool and kindergarten component.
 | * Training for 6 schools (2 per Centre).
 | 2014-2015 | Healthy Learners NursesDirector of Early Childhood  |
| **Goals** | **Strategies** | **Indicators of Success** | **Timeline** | **Responsibility** |
| **ENDS 4 CONTINUED:** | 1. Introduce the philosophy of “Celebrate What’s Right With the World” to St. Stephen Education Centre. Participate in initiatives such as “Pay It Forward” that help increase student mental fitness. District committee in place and school reps.
 | * An increase of 8 % in the “positive sense of belonging” strand from the 2013 “Tell Them From Me” secondary survey.
* Student Wellness Survey.
 | 2013-2016 | AdministratorsSchool based Celebrate ChampionsGuidance CounselorsDistrict Health Advisory CommitteeDistrict Celebrate Committee |
|  | 1. Create a Portal site for schools to share information on mental fitness best practices and information for staff on mental health topics.
 | * Portal site created and shared with all school staffs.
* Portal site is current and reflects practices and resources.
* Number of schools contributing to the shared site.
 | 2014-2016 | Health and Phys. Ed. Subject CoordinatorSupervisor of Data and Accountability  |
|  | 1. Revisit Provincial Policy 711 (Nutrition).
 | * Curriculum outcome that shows the connections for mental fitness and nutrition are identified and shared.
* Compliance with the policy (vending machines, special events).
 | 2013-2016 | Healthy Learners NursesHealth and Phys. Ed. Subject Coordinator |
|  | 1. Schools will review results of the NB Student Wellness Survey with staff and PSSC. Schools may create school-based grades 4-12 student focus groups to discuss student needs with respect to mental fitness or other aspects of the survey.
 | * Numbers of focus groups held and feedback collected.
* Specific student needs identified.
* Student Wellness Survey.
 | 2014-2016 | SuperintendentDirector of SchoolsPositive Learning Environment CoordinatorsHealth and Phys. Ed. Subject Coordinator |
|  | 1. Facilitate a “Superintendent Information Exchange” annually by Centre to seek staff input on what is going well and what can be improved in ASD-S.
 | * 3 sessions – one per Centre.
* Actions implemented where possible.
 | 2014-2016 | Superintendent and Management Team |