

Status Update Template

February 7, 2024

Chapter 3, Education – Improving Educational Outcomes for Indigenous Students, 2023 Report Volume 1

Recommendation and Status at Time of Audit (Indicate whether new or outstanding)	Page	Current Status (implemented, partially implemented, not implemented)	Actions Taken to Implement Since PA Report	Planned Actions for Implementation	Timeline for Implementation
<p>New:</p> <p>1) We recommend the Ministry of Education expand its measures and targets related to its Inspiring Success Framework for Indigenous students beyond graduation rates.</p>	35	Partially Implemented	<ul style="list-style-type: none"> • Together with the education sector, the Ministry has developed four priority actions for the Provincial Education Plan (PEP). One of the four priority actions is to actualize the vision and goals of Inspiring Success: Prek-12 First Nations and Métis Education Policy Framework. • Provincial level targets have been set for the PEP, the aim will be to achieve equity in outcomes for Indigenous and non-Indigenous students. Over the life of the plan to 2030: 	<ul style="list-style-type: none"> • The ministry will work collaboratively to develop tools for measuring progress towards the five goals of Inspiring Success • Once tools and measures are developed, they will be shared with school divisions for use in reporting progress toward the goals of Inspiring Success and the targets of the Provincial Education plan 	By end of school year 2025-26.

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<p>New: 2) We recommend the Ministry of Education determine action plans to address initiatives not achieving expected results related to Indigenous student success.</p>	<p>40</p>	<p>Implemented</p>	<ul style="list-style-type: none"> • The ministry is investigating why initiatives are not achieving expected results and establishing action plans for improvement. • Following Their Voices (FTV) experienced significant interruptions to their learning program during the pandemic. • As schools resumed to pre-pandemic conditions, FTV schools' outcomes have begun to return to pre-pandemic trends. • It has been the ministry's practice to report on outcomes in FTV annual reports, however, the ministry does not share any analysis undertaken on the root causes for any change in outcomes, nor the action plans that are being implemented to address the changes in outcomes. The ministry does work directly with schools to ensure successful implementation. This process includes ongoing, regular reviews of 	<p>Closely monitor implementation of Following Their Voices with participating schools</p>	<p>Implemented as of December, 2023.</p>

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			<p>data, and the development and management of action action plans for improvement.</p> <ul style="list-style-type: none"> The ministry has established timelines for the implementation of Following Their Voices (FTV) which includes ongoing monitoring of implementation to ensure schools experience success. The ministry will continue this practice. 		
<p>New: 3)We recommend the Ministry of Education follow its established processes for reviewing and storing Invitational Shared Services Initiative year-end reports about Indigenous student partnerships.</p>	42	Implemented	<ul style="list-style-type: none"> The ministry has established a process for reviewing and storing partnership reports for the Invitational Shared Services Initiative 	No further work planned.	Implemented as of Nov 1, 2023
<p>New: 4)We recommend the Ministry of Education prepare and share a summarized report for the</p>	43	Implemented	<ul style="list-style-type: none"> The ministry has prepared a summarized report of the actions and impacts of the 	Create and disseminate an annual ISSI report	Implemented as of December 2023

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Invitational Shared Services Initiative based on year-end reporting received from Indigenous partnerships.			Invitational Shared Services Initiative partnerships <ul style="list-style-type: none"> The ministry has presented the report to the partners at the annual Invitational Shared Services Initiative annual gathering 		
New: 5) We recommend the Ministry of Education work with school divisions to obtain enhanced annual reporting on Indigenous student success once measures and targets are expanded in relation to the Inspiring Success Framework for Indigenous students.	45	Partially Implemented	<ul style="list-style-type: none"> Together with the education sector, the Ministry has developed four priority actions for the Provincial Education Plan. One of the four priority actions is to actualize the vision and goals of Inspiring Success: Prek-12 First Nations and Métis Education Policy Framework 	Once the tools and measures outlined in recommendation 1 have been fully developed and communicated, regular reporting and monitoring will be accomplished through the Provincial Education Plan Implementation Team and through school division annual reports	End of school year 2025-26

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Chapter 8, Sun West School Division No. 207 – Supporting Students’ Completion of Grades 10 to 12 Distance Education Courses, 2022 Report Volume 1

Recommendation and Status at Time of Audit (Indicate whether new or outstanding)	Page	Current Status (implemented, partially implemented, not implemented)	Actions Taken to Implement Since PA Report	Planned Actions for Implementation	Timeline for Implementation
<p>New: (1) We recommend Sun West School Division No. 207 implement a course development policy, including the frequency of course reviews for distance education.</p>	132	Implemented	<ul style="list-style-type: none"> • A formalized Course Maintenance Request (CMR) Process was developed and implemented for all courses. • Implementation of a Course Development/Renewal Assessment Protocol (CDAP) • Refining the CDAP with a Comprehensive Program Review for all Courses: 	These processes were implemented for the 2022-23 school year by Sun West School Division and have continued in practice with the SaskDLC procedures during the 2023-24 school year.	Implementation complete as of 2023-24 school year.
<p>New: (2) We recommend Sun West School Division No. 207 monitor the timeliness of</p>	135	Implemented	<ul style="list-style-type: none"> • SaskDLC continues to use Intelliboard to monitor marking. 	These processes were implemented for the 2022-23 school year by Sun West School Division	Implementation complete as of 2023-24 school year

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teachers marking distance education coursework in accordance with its policy.			<ul style="list-style-type: none"> Process improvements have been introduced to ensure teaching staff are communicating and providing feedback to their students on a consistent basis. 	and have continued in practice with the SaskDLC procedures during the 2023-24 school year.	
New: (3)We recommend Sun West School Division No. 207 consistently apply its student inactivity policy to engage distance education students falling behind in courses.	136	Implemented	<ul style="list-style-type: none"> A new Course Activity Process was developed with feedback from staff to ensure all staff were clear and consistent on expectations for monitoring student progress and responding to students who fall behind in their course timelines. 	These processes were implemented for the 2022-23 school year by Sun West School Division and have continued in practice with the SaskDLC procedures during the 2023-24 school year.	Implementation complete as of 2023-24 school year
New: (4)We recommend Sun West School Division No. 207 assess the need for ongoing focused professional	136	Implemented	<ul style="list-style-type: none"> Teaching staff at the SaskDLC have 12 days (66) hours of Professional Development built 	These processes were implemented for the 2022-23 school year by Sun West School Division and have continued in practice	Implementation complete as of 2023-24 school year

Recommendation and Status at Time of Audit (Indicate whether new or outstanding)	Page	Current Status (implemented, partially implemented, not implemented)	Actions Taken to Implement Since PA Report	Planned Actions for Implementation	Timeline for Implementation
development for teachers working in the distance education environment.			into their calendar that is focused on online instructional practices. <ul style="list-style-type: none"> • Teaching staff have access to professional development funds to attend additional professional development opportunities including conferences and virtual training sessions • Teaching staff at the SaskDLC have 12 days (66 hours) of Professional Development built into their calendar that is focused on online instructional practices 	with the SaskDLC procedures during the 2023-24 school year.	
New: (5) We recommend Sun West School Division No. 207 establish target course completion rates for its students who solely attend the Distance Learning Center.	137	Implemented	<ul style="list-style-type: none"> • The SaskDLC has established course completion rate target of 70% for full time online students who solely attend the Sun West DLC 	These processes were implemented for the 2022-23 school year by Sun West School Division and have continued in practice with the SaskDLC procedures during the 2023-24 school year.	Implementation complete as of 2023-24 school year

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<p>New: (6)We recommend Sun West School Division No. 207 analyze key information related to supporting student's completion of Grades 10 to 12 distance education courses to identify potential issues and take action.</p>	139	Implemented	<ul style="list-style-type: none"> • Academic Advisors are provided for every full-time online student to develop educational plans including the review of student grades, completion data and direct feedback from the students to develop the education plans. • All online courses track student data for completion rates, grades achieved, length of time required for assignment and course completion, and the number of help tickets reported for each course to help identify courses that require 	These processes were implemented for the 2022-23 school year by Sun West School Division and have continued in practice with the SaskDLC procedures during the 2023-24 school year.	Implementation complete as of 2023-24 school year

Recommendation and Status at Time of Audit (Indicate whether new or outstanding)	Page	Current Status (implemented, partially implemented, not implemented)	Actions Taken to Implement Since PA Report	Planned Actions for Implementation	Timeline for Implementation
			improvements for student success. <ul style="list-style-type: none"> All online courses include student surveys to collect this feedback and help identify areas for future course improvements. 		
New: (7)We recommend Sun West School Division No. 207 regularly provide complete written reports and analysis to its Board about supporting student's completion of Grades 10 to 12 distance education courses.	139	Implemented	<ul style="list-style-type: none"> Course completion data is generated for both Semester 1 and 2 and are presented to the Board of Education in February for Semester 1 courses, and in August for Semester 2 and Yearlong courses. 	<ul style="list-style-type: none"> This recommendation was fully implemented for the 2022-2023 school year, and included presentations to the Board in February and August. In the transition to the SaskDLC, this process will continue with data reports sent to each division for their students and schools. 	Implementation complete as of 2023-24 school year

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Chapter 9, Education – Capital Asset Planning for Schools, 2023 Report, Volume 1

Recommendation and Status at Time of Audit (Indicate whether new or outstanding)	Page	Current Status (implemented, partially implemented, not implemented)	Actions Taken to Implement Since PA Report	Planned Actions for Implementation	Timeline for Implementation
We recommend that the Ministry of Education develop and implement measures and targets to monitor the success of its capital asset strategy across the Pre-Kindergarten to Grade 12 system. (2013 Report-Volume 1, p.85, Recommendation 8; Public Accounts Committee agreement January 14, 2015)	174	Implemented	None required	None required	None required

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Chapter 1, School Divisions, 2022 Report Volume 1

Chapter 2, School Divisions, 2023 Report Volume 1

Recommendation and Status at Time of Audit (Indicate whether new or outstanding)	Page	Current Status (implemented, partially implemented, not implemented)	Actions Taken to Implement Since PA Report	Planned Actions for Implementation	Timeline for Implementation
<p>We recommended the Ministry of Education work with impacted school divisions to establish a process to monitor the key financial IT system and the IT service provider</p> <p>New: 2022 Report Partially Implemented: 2023 Report</p>	<p>P 17; 2022 Report P23: 2023 Report</p>	<p>Partially Implemented</p>	<ul style="list-style-type: none"> The service provider had updated the web server in spring 2022. Work to improve the monitoring of access to the Enterprise Resource Planning (ERP) system by the service provider is ongoing. 	<ul style="list-style-type: none"> Work with impacted school divisions to develop option(s), or risk mitigation strategies, that will meet the audit requirements. Advise school divisions to ensure new contracts or contract renewals consider compliance with the internal control in an appropriate way to monitor access to their systems by their IT service provider. 	<p>By end of 2024-25.</p>

Recommendation and Status at Time of Audit (Indicate whether new or outstanding)	Page	Current Status (implemented, partially implemented, not implemented)	Actions Taken to Implement Since PA Report	Planned Actions for Implementation	Timeline for Implementation
We recommend Northern Lights School Division No. 113 appropriately restrict user access to its financial systems. New: 2022 Report Implemented: 2023 Report	p17; 2022 Report p24; 2023 Report	Implemented - 2023 Report Volume 1	During 2021-22, Northern Lights appropriately restricted user access to its financial system to users independent of financial processes	None required.	None required.
We recommend Prairie South School Division No. 210 appropriately restrict user access to its financial system. New: 2022 Report Implemented: 2023 Report	p18; 2022 Report p24; 2023 Report	Implemented- 2023 Report Volume 1	During 2021-22, Prairie South reviewed and approved appropriate changes to user access to its financial system.	None required.	None required.
We recommend Prairie South School Division No. 210 document approval for granting new user access to its financial system. New: 2022 Report Implemented: 2023 Report	p18; 2022 Report P24; 2023 Report	Implemented- 2023 Report Volume 1	During 2021-22, Prairie South sufficiently documented approval for granting new user access to its financial system.	None required.	None required.

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<p>We recommend Sun West School Division No. 207 formally document its IT disaster recovery plan.</p> <p>Partially Implemented: 2022 Report Partially Implemented: 2023 Report</p>	<p>p18; 2022 Report p23; 2023 Report</p>	<p>Partially Implemented</p>	<p>Moved to SaskTel Domain Hosting Services in April 2021. Updated and approved Disaster Recovery Plan September 2022 Researched and acquired SaskTel Cloud Disaster Recovery Estimate November 29, 2023.</p>	<p>Disaster Plan update completed. With testing, plan to enter into agreement with SaskTel and test the disaster recovery plan.</p>	<p>Agreement with SaskTel was signed December 2023, with implementation planned for 2024.</p>

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Chapter 23, Saskatoon School Division No. 13 – Supporting Students with Intensive Needs, 2022 Report Volume 1

Recommendation and Status at Time of Audit (Indicate whether new or outstanding)	Page	Current Status (implemented, partially implemented, not implemented)	Actions Taken to Implement Since PA Report	Planned Actions for Implementation	Timeline for Implementation
We recommended Saskatoon School Division No. 13 formally estimate the future enrolment of Kindergarten to Grade 8 students with intensive needs.	227	Implemented			
We recommended Saskatoon School Division No. 13 analyze trends in the number of Kindergarten to Grade 8 students with Intensive needs, and their categories of intensive needs.	227	Implemented			
We recommended Saskatoon School Division No. 13 document its determination of staff needed to support Kindergarten to Grade 8 students with intensive needs.	227	Implemented			

Recommendation and Status at Time of Audit (Indicate whether new or outstanding)	Page	Current Status (implemented, partially implemented, not implemented)	Actions Taken to Implement Since PA Report	Planned Actions for Implementation	Timeline for Implementation
We recommended Saskatoon School Division No. 13 require schools to consistently document key consultations, decisions, and action items resulting from their meetings for Kindergarten to Grade 8 students with intensive needs.	228	Implemented			
We recommended Saskatoon School Division No. 13 require consistent and accessible documentation of key discussions, decisions and steps taken to implement learning plans for Kindergarten to Grade 8 students with intensive needs.	228	Implemented			
We recommended Saskatoon School Division No. 13 maintain in student cumulative files assessment information related to Kindergarten to Grade 8 students with intensive needs.	229	Implemented			

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<p>We recommend Saskatoon School Division No. 13 provide guidance on expected timelines for completion of assessments of Kindergarten to Grade 8 students with intensive needs.</p> <p>Outstanding</p>	<p>229</p>	<p>Partially Implemented</p>	<p>Improved individual psychologist’s statistics and initiated central monitoring to calculate the average number of days, including the date the referral was signed by the parent/guardian and the date of report completion Moved to an online referral form specific to each role, which will pull personal information from My School SK, creating efficiency and accuracy. This will reduce the wait times for processing and tracking paper documents.</p>	<p>Based on the central monitoring noted above, the initial assessment date will be added, and we will determine an expected timeline for completion of assessments.</p> <p>When the timeline is determined, information will be added to our SPS Guide to Special Education & Student Services for Elementary School Teams.</p>	<p>June 30, 2024</p>
<p>We recommend Saskatoon School Division No. 13 retain evidence of agreement on learning plans for Kindergarten to Grade 8 students with intensive needs.</p> <p>Outstanding</p>	<p>230</p>	<p>Partially Implemented</p>	<p>IIP reminders, including uploading parent signature pages, were included in the SPS Guide to Special Education & Student Services for Elementary School Teams. Reminders are repeated in monthly newsletters and</p>	<p>•Provide additional professional learning opportunities for school-based leaders to know and understand special education practices, processes, timelines, and division expectations. This is ongoing as we recruit and employ new</p>	<p>•Ongoing, but completion of above actions will occur by June 30, 2024</p>

			<p>at resource teacher meetings.</p> <p>Completed an internal audit in March 2023 to ensure IIP's were complete, a case manager was assigned, target areas were added, and a signature page was completed and uploaded. Special education consultants followed up with school-based administrators to ensure completion. Eight schools have been identified this year for the same internal audit process.</p> <p>In fall, 2023, held a New Teacher Orientation for resource teachers new to Saskatoon Public Schools. Reviewed IIP processes. New clevr resources were highlighted for teachers to refer to during the year. The second orientation day is scheduled for December 2023</p>	<p>administrators every school year.</p> <ul style="list-style-type: none"> •Continue internal audits annually to ensure implementation of the above 	
We recommend Saskatoon School Division No. 13	231	Implemented	•A custom report was added to monitor IIP goal	•We will continue to regularly monitor	

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<p>regularly monitor students progress in achieving goals set out in learning plans for Kindergarten to Grade 8 students with intensive needs.</p> <p>Outstanding</p>			<p>completion rates and achievement levels. Support was provided at joint resource and special program meetings in 2022-2023 in follow-up processes. Special education consultants supported individual teachers who required it.</p> <ul style="list-style-type: none"> •Taught school-based teams how to run their reports to monitor progress. •Analyzed results based on overall progress (average rating for each student) and followed up with professional development to improve goal writing. 	<p>student's progress toward IIP goals</p>	<ul style="list-style-type: none"> •Fully implemented in January 2023
<p>We recommend Saskatoon School Division No. 13 centrally monitor whether schools support Kindergarten to Grade 8 students with identified intensive needs to enable students to progress towards their individual learning goals.</p>	<p>231</p>	<p>Implemented</p>	<ul style="list-style-type: none"> •A custom report was added to clevr to monitor IIP goal completion rates and achievement levels. Support was provided at joint resource and special program meetings in 	<ul style="list-style-type: none"> •We will continue to regularly monitor student's progress toward IIP goals •We will continue to examine school staffing needs (as above) after the March budget to determine if additional resource 	<ul style="list-style-type: none"> •Fully implemented in January 2023

Recommendation and Status at Time of Audit (Indicate whether new or outstanding)	Page	Current Status (implemented, partially implemented, not implemented)	Actions Taken to Implement Since PA Report	Planned Actions for Implementation	Timeline for Implementation
Outstanding			2022-2023 in follow-up processes. <ul style="list-style-type: none"> •Taught school-based teams how to run their reports to monitor progress •Examined school staffing needs based on division data, including number of intensive needs students, school population, demographics, EYE data, etc. These decisions are always predicated on budget implications. 	teacher/special program teachers can be hired	
We recommend Saskatoon School Division No. 13 provide senior management and its Board of Education with enough information to determine the sufficiency of learning supports for Kindergarten to Grade 8 students with intensive needs. Outstanding	232	Implemented	Monthly email reports are provided to senior leaders on intensive support student data; a summary analysis with trends and implications is included. <ul style="list-style-type: none"> •Bi-annually superintendent and coordinator responsible for special education report statistics, trends, budget implications, staffing and program 	<ul style="list-style-type: none"> •We will continue the established processes 	<ul style="list-style-type: none"> •Implemented since September 2022

Recommendation and Status at Time of Audit (Indicate whether new or outstanding)	Page	Current Status (implemented, partially implemented, not implemented)	Actions Taken to Implement Since PA Report	Planned Actions for Implementation	Timeline for Implementation
			capacity to the Board of Trustees		

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Chapter 23, Saskatoon School Division No. 13 – Kindergarten Readiness to Learn, 2023 Report Volume 1

Recommendation and Status at Time of Audit (Indicate whether new or outstanding)	Page	Current Status (implemented, partially implemented, not implemented)	Actions Taken to Implement Since PA Report	Planned Actions for Implementation	Timeline for Implementation
We recommended Saskatoon School Division No. 13 give schools and teachers written expectations about the minimum frequency of assessing kindergarten students using standard assessment tools in all key areas of learning and development.	217	Implemented			
We recommended Saskatoon School Division No. 13 confirm alternative tools, used to assess key areas of a kindergarten student's readiness to learn, collect sufficient and relevant information. Outstanding	217	Implemented	<ul style="list-style-type: none"> •Developed a Teacher Guide to Assessment with required assessments and protocols •All schools created an assessment platform to share data with the school team and area superintendent. Superintendents have access to kindergarten teachers' data and follow	This recommendation is implemented as teachers are required to complete the division assessments. Kindergarten teachers do not have an option to use alternate assessments in place of division-mandated assessments.	Implemented as of September 5, 2023.

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			up with school-based administrators at their learning visits three times a year.		
We recommended Saskatoon School Division No. 13 understand reasons for kindergarten students who did not participate in required reassessments of student learning and development.	218	Implemented			
We recommended Saskatoon School Division No. 13 provide kindergarten teachers with additional training and guidance on application of key instructional practice(s) used to increase student readiness.	219	Implemented			
We recommended Saskatoon School Division No. 13 analyze kindergarten assessment data to identify trends and common areas of struggle across all schools in the Division. Outstanding	220	Implemented	<ul style="list-style-type: none"> •Developed a system data dashboard to track student progress on division-mandated assessments. •SPS Early Learning team meets regularly to review data and identify trends 	This recommendation has been fully implemented.	Implemented as of September 5, 2023

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Chapter 27, St. Paul’s Roman Catholic Separate School Division No. 20 – Adapting Technology for Learning in Elementary Schools, 2022 Report Volume 1

Recommendation and Status at Time of Audit (Indicate whether new or outstanding)	Page	Current Status (implemented, partially implemented, not implemented)	Actions Taken to Implement Since PA Report	Planned Actions for Implementation	Timeline for Implementation
We recommended St.Paul's Roman Catholic Separate School Division No. 20 periodically determine the extent it has integrated technology use into its elementary school classroom instruction.	259	Implemented			
We recommended St. Paul's Roman Catholic Separate School Division No;. 20 determine the extent it wants to integrate technology use in its elementary schools' classroom instruction and by when.	260	Intent of Recommendation Implemented			
We recommended St. Paul's Roman Catholic Separate School Division No. 20 communicate its future vision	261	Implemented			

Recommendation and Status at Time of Audit (Indicate whether new or outstanding)	Page	Current Status (implemented, partially implemented, not implemented)	Actions Taken to Implement Since PA Report	Planned Actions for Implementation	Timeline for Implementation
of integrating technology in the classroom to its teachers.					
<p>We recommend St. Paul's Roman Catholic Separate School Division No. 20 periodically verify the existence and location of educational technology devices available in its elementary schools.</p> <p>Outstanding</p>	262	Implemented	<ul style="list-style-type: none"> • Fully update the inventory database with all equipment • While the management of devices falls within the scope of the IT department, the ET team reviews the expected end of life dates on Chromebooks and iPads to make informed decisions and projections for refresh purchasing. During refresh consultation the ET Consultant collaboratively works with IT to evaluate the current state of devices in the refresh schools. Technical specifications, age of devices, battery life, and operating systems support is considered in determining the current state of 	<ul style="list-style-type: none"> •Ensure the inventory system is updated no less than annually 	<ul style="list-style-type: none"> •Completed in the Fall of 2023 •Currently ongoing inventory management in SnipeIT

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			technology within a given school. This information is shared with school principals during the consultation process.		
We recommended St. Paul's Roman Catholic Separate School Division No. 20 periodically assess the cost-benefit of its decision for using differing device brands and IT platforms for classroom use in its elementary schools.	262	Implemented			
We recommended St. Paul's Roman Catholic Separate School Division No. 20 better link technology purchasing decisions to its Educational Technology Plan (or equivalent documents).	263	Implemented			

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Chapter 25, St. Paul’s Roman Catholic Separate School Division No. 20 – Promoting Good Student Health, 2023 Report Volume 1

Recommendation and Status at Time of Audit (Indicate whether new or outstanding)	Page	Current Status (implemented, partially implemented, not implemented)	Actions Taken to Implement Since PA Report	Planned Actions for Implementation	Timeline for Implementation
We recommended St.Paul's Roman Catholic Separate School Division No. 20 provide principals with criteria to guide their assessment and selection of health and physical fitness initiative at the school level.	228	Implemented			

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Chapter 16, Regina Roman Catholic Separate School Division No. 81-English as an Additional Language Programming, 2023 Report Volume 1

Recommendation and Status at Time of Audit (Indicate whether new or outstanding)	Page	Current Status (implemented, partially implemented, not implemented)	Actions Taken to Implement Since PA Report	Planned Actions for Implementation	Timeline for Implementation
Regina Roman Catholic Separate School Division No. 81 periodically analyze the results of the Kindergarten to Grade 8 English as an Additional Language Program.	176	Implemented			