

Status Update Template

January 12, 2022

Chapter 12, Education – Capital Asset Planning for Schools, Volume 1, 2021

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>Outstanding: 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)</p> <p>Status – Partially Implemented</p>	174	Implemented	<p>The ministry conducts program evaluations and collaboration with school divisions. Program improvements are implemented as required.</p> <p>Ministry performs in depth analysis on the prioritization of major capital funding requests. Analysis and report prepared to support the positive impact of new school builds in areas experiencing growth. The ministry has validated that the target of reducing utilization rates at surrounding schools has been achieved.</p>	Ministry is currently in the process of working with the OPA on the follow-up audit to ensure the actions taken by the ministry fully implements the recommendations.	Ministry considers recommendation to be implemented

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Chapter 5, Education – Evaluating the Early Learning Intensive Support Program, Volume 1, 2021

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: We recommend the Ministry of Education periodically collect sufficient data to enable future assessments of all expected outcomes relating to the Early Learning Intensive Support Program.</p>	44	Partially implemented	<p>Data was collected in the spring of 2021 with a focus on whether the program is operating as intended. This was done through surveys of teachers, support staff and parents.</p> <p>The ministry worked with school divisions to gather additional information from Kindergarten teachers regarding the transition to Kindergarten for children who participated in the program.</p>	Individual reports summarizing the spring survey data are to be created for each school division. This will include comparing results to baseline results for the four original divisions.	January 31, 2023
<p>New: We recommend the Ministry of Education regularly collect information about school division' actions to address the challenges identified in reviews of the Early Learning Intensive Support Program.</p>	49	Not implemented	Action plan template drafted.	After reports are created, an action plan template will be shared with divisions to complete. These will identify success, challenges and actions to implement to address identified challenges.	February 28, 2023

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Chapter 21, Education – Increasing Graduation Rates, Volume 2, 2021

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>Outstanding: We recommended that the Ministry of Education review each school division’s Continuous Improvement Plan and assess its planned use of effective strategies before approving the school division’s budget for the related school year. (2012 Report – Volume 1, p.40 Recommendation 6; Public Accounts Committee agreement January 14, 2015)</p> <p>Status – Implemented</p>	<p>179</p>	<p>Implemented</p>	<p>No further action required.</p>		

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Chapter 22, Monitoring School Instruction Time, Volume 2, 2021

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>Outstanding: We recommend that the Ministry of Education monitor for all core curriculum areas of study the extent to which school divisions meet the Ministry’s requirements for instruction time. (2009 Report – Volume 3, p.63, Recommendation 5; Public Accounts Committee agreement May 12, 2010)</p> <p>Status – Partially Implemented</p>	<p>183</p>	<p>Partially Implemented</p>	<p>The ministry actively monitors total instruction time through the yearly review of all school division calendars.</p> <p>The ministry communicated to the school divisions the requirements for instructional time through the Bi-Weekly Bulletin.</p>	<p>Review the school division calendars as submitted and continue to communicate with them directly if there are any areas where they do not meet the requirements.</p>	<p>Calendar review is required to be completed and implemented by May 1st.</p>
<p>Outstanding: We recommend that the Ministry of Education take corrective action where necessary to improve school division compliance with the Ministry’s requirements for instruction time. (2009 Report – Volume 3, p.64, Recommendation 6; Public Accounts Committee agreement May 12, 2010)</p>	<p>184</p>	<p>Partially Implemented</p>	<p>Annually, the ministry communicates information to each school division relating to instructional time in required areas of study through the Registrar’s Handbook.</p>	<p>Follow-up with school divisions, through the calendar review process and throughout the school year, if there are areas of non-compliance.</p> <p>Reports of non-compliance have been received by the ministry from some school divisions through the core</p>	<p>End of the 2021-22 school year</p>

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Status – Partially Implemented				curriculum hours of instruction declaration. The Ministry will review these to determine if they accept the rationale for not meeting the requirements	

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Chapter 23, Education – Monitoring Kindergarten Students’ Readiness to Learn in the Primary Grades, Volume 2, 2021

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>Outstanding: We recommend that the Ministry of Education co-ordinate its analysis of action plans of school divisions at risk of not achieving the early learning goal to assist them in increasing the number of students who are ready to learn in the primary grades upon exiting Kindergarten. (2017 Report – Volume 2, p.139, Recommendation 2; Public Accounts Committee agreement June 12, 2018)</p> <p>Status – Implemented</p>	187	Implemented	No further action required.		
<p>Outstanding: We recommend that the Ministry of Education take specific actions to assist those</p>	187	Implemented	No further action required.		

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>school divisions whose students are most at risk of not being ready to learn in the primary grades when exiting Kindergarten. (2017 Report – Volume 2, P. 141, Recommendation 4; Public Accounts Committee agreement June 12, 2018)</p> <p>Status – Implemented</p>					

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Chapter 5, School Divisions, 2021 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: We recommend Northern Lights School Division No. 113 prepare and review monthly bank reconciliations and financial reports for school generated funds.</p>	<p>43</p>	<p>Partially implemented</p>	<p>Large schools send in bank reconciliations monthly</p> <p>Financial reports are available for access by the Division</p> <p>SchoolCash software is used to track school generated funds.</p>	<p>Remaining schools currently not using schoolcash and submitting monthly bank reconciliations must begin using school cash this school year.</p> <p>Mostly our small schools and some medium schools are not using the software.</p>	<p>August 31, 2022</p>

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Chapter 5, Northwest School Division No. 203 – School Divisions, Provincial Auditor Report, Volume 1, 2020

Recommendation Indicate New/Outstanding	Page	Current Status (implemented, partially implemented, not implemented)	Actions Taken to Implement since PA Report	Planned Actions for Implementation	Timeline for Implementation
New: We recommend Northwest School Division No.203 independently review and approve monthly bank reconciliations.	43	Fully implemented	Explanation provided in email stream with external auditor and Provincial Auditor dated April 9, 2020.		
New: We recommend Northwest School Division No. 203 independently review and approve journal entries.	43	Fully implemented	Explanation provided in email stream with external auditor and Provincial Auditor dated April 9, 2020.		

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Chapter 5, Sun West School Division No. 207 – Disaster Recovery Plan Not Complete, Volume 1, 2020

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 (as of Dec.31, 2021)	Planned Actions for Implementation (as of Dec.31, 2021)	Timeline for Implementation (as of Dec.31, 2021)
<p>Outstanding: We recommended Sun West School Division No. 207 formally document its IT disaster recovery plan.</p> <p>Status: Partially Implemented</p>	<p>9</p>	<p>Partially implemented</p>	<p>Initial Disaster Recovery Plan approved by the Board Jan. 22/19. IT Department meetings with Cisco, SaskTel, and Charter regarding plan and alignment with current industry best practices.</p> <p>Due to Covid-19, Sun West was required to move to an online format quicker than anticipated, with the existing disaster recovery plan needing updated.</p> <p>Signed document with SaskTel regarding host services agreement effective April 1, 2021. IT Department continues to test components of the plan. Ongoing communication with Auditor regarding plan progress.</p>	<p>Plan to move Navision to cloud hosting in Jan. 2022.</p> <p>All services to be cloud hosted by the end of the year through SaskTel domain hosting.</p> <p>Sun West Disaster Recovery Plan will essentially be SaskTel’s plan.</p>	<p>Planned implementation by August 31, 2022.</p>

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Chapter 2, Regina School Division No. 4 -Purchasing Policy Not Followed for Facilities Department Contracts, Volume 1, 2021

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: We recommend Regina School Division No. 4 follow its purchasing policy for its Facilities department contracts.</p>	<p>9</p>	<p>Implemented</p>	<p>Regina SD developed and implemented procedures to strengthen Facilities purchasing. The procedures have been communicated to Facilities staff, the Audit and Risk Management Committee, the external auditor, and Provincial Auditor:</p> <ul style="list-style-type: none"> • Created a Project Planning Pre-Approval document to document the anticipated scope of work and costs. At project completion, a reconciliation between the planned and actual costs is completed. • Required use of Purchase Orders for tracking purposes. 	<p>All actions have been implemented.</p>	<p>All actions have been implemented.</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
			<ul style="list-style-type: none"> • Updated the Division's Signing Authorities to require higher level signing authority for contracts. • On a quarterly basis, Finance reviews a list of payments for recurrence to determine if vendors' payments exceed thresholds and if there should be a contract. • Developed a central location to process and store contracts. • Updated Administrative Procedure 540 (Purchasing) and Administrative Procedure 546 (Disposal of Assets). 		

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Chapter 2, Sun West School Division No. 207 – Disaster Recovery Plan Not Complete, Volume 1, 2021

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 (as of Dec.31, 2021)	Planned Actions for Implementation (as of Dec.31, 2021)	Timeline for Implementation (as of Dec.31, 2021)
<p>Outstanding: We recommended Sun West School Division No. 207 formally document its IT disaster recovery plan.</p> <p>Status: Partially Implemented</p>	<p>9</p>	<p>Partially implemented</p>	<p>Initial Disaster Recovery Plan approved by the Board Jan. 22/19.</p> <p>IT Department meetings with Cisco, SaskTel, and Charter regarding plan and alignment with current industry best practices.</p> <p>Due to Covid-19, Sun West was required to move to an online format quicker than anticipated, with the existing disaster recovery plan needing updated.</p> <p>Signed document with SaskTel regarding host services agreement effective April 1, 2021.</p> <p>IT Department continues to test components of the plan.</p> <p>Ongoing communication with Auditor regarding plan progress.</p>	<p>Plan to move Navision to cloud hosting in Jan. 2022.</p> <p>All services to be cloud hosted by the end of the year through SaskTel domain hosting.</p> <p>Sun West Disaster Recovery Plan will essentially be SaskTel’s plan.</p>	<p>Planned implementation by August 31, 2022.</p>

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Chapter 8, Northern Lights School Division No. 113 – Purchasing Goods and Services, Provincial Auditor Report, Volume 1, 2019

Recommendation Indicate New/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: We recommend that Northern Lights School Division No. 113 update its purchasing requirements to:</p> <ul style="list-style-type: none"> -align with applicable external trade agreements; - establish requirements for staff involved with purchases to declare real or perceived conflicts of interest; -set out requirements for the use of different purchasing methods; and -incorporate expectations for use of contracts. 	127	Partially	<p>Board Policy 16 Purchasing was developed and approved by the Board</p> <p>AP515 Purchasing has been drafted a needs a few changes to match our current structure</p> <p>Both address conflict of interest and detail requirements for different purchasing methods.</p>	AP 515 needs a few updates and review by all Division departments and then to be rolled out.	August 31, 2022
<p>New: We recommend that Northern Lights School Division No. 113 set out in writing, its requirements for using single or sole source purchasing.</p>	128	Partially	Single and sole sourcing is addressed in Policy 16 and AP 515.	AP 515 final approval and roll out	August 31, 2022

New: We recommend that Northern Lights School Division No. 113 revise its purchase card guidelines to align with good purchasing practices (e.g., required approvals, processes for changing transaction limits, restrictions on use).	130	Partially	Initial draft of formal Purchase Card guideline was completed. Needs another review to ensure all issues are covered and then discussed with users and rolled out.	Needs another review to ensure all issues are covered and then discussed with users and rolled out.	August 31, 2022
New: We recommend that Northern Lights School Division No. 113 actively monitor adherence of cardholders with its purchase card guidelines.	130	Not implemented	Have not rolled out guidelines so can't monitor adherence	Once guidelines are in place will monitor adherence	Starting September 2022
New: We recommend that Northern Lights School Division No. 113 agree purchases on monthly fuel card invoices to supporting receipts prior to making payment.	131	Not implemented	Currently don't have the resources in place to gather receipts and agree to invoice in a timely manner prior to payment.	Rely on controls on fuel cards. Litre limits, purchase type limits etc.	September 2024
New: We recommend that the Board of Education of Northern Lights School Division No.113 approve the Division's key policies related to the purchase of goods and services.	131	Partially implemented	Board has approved Board Policy 16 Purchasing and has review the draft of AP 515 purchasing.	Board will approve AP 515 once it is finalized.	August 31, 2022
New: We recommend that Northern Lights School Division No. 113 consistently document its evaluation of suppliers when tendering for the purchase of goods and services.	133	Implemented	Updated tender documents to ensure clear point system for awarding of tenders. Large construction tenders are done through project managers or architects.		
New: We recommend that Northern Lights School Division No. 113 maintain appropriate documentation of its tender communications with suppliers.	134	Implemented	Documentation of any changes to tenders documents to ensure all parties have the same info.	Some communication on tender awards done by phone. Will also follow up with written awards.	

<p>New: We recommend that Northern Lights School Division No. 113 establish a standard minimum amount of time to allow suppliers to respond to tenders.</p>	135	Partially implemented	21 day minimum for tender response times is detailed in AP 515	Finalize and adopt ap 515. In the interim have been more aware to make sure tenders have adequate response times	August 31, 2022
<p>New: We recommend that Northern Lights School Division No. 113 periodically assess the robustness of the service contract and purchase order templates used for purchasing goods and services.</p>	136	Implemented	Have had several contract types reviewed by our lawyer. Don't have a formal schedule for reviewing templates, but have them reviewed by legal when the need arises.		
<p>New: We recommend that Northern Lights School Division No. 113 maintain complete documentation of properly authorized contracts with suppliers before the Division receives the related goods or services.</p>	136	Partially	For major items or services contracts are in place. Still need to clarify what situations need a contract and which do not. Usually a purchase order is used for the purchase of goods and contracts are done for services.	AP 515 will clarify process for Purchase orders and contracts.	August 31, 2022
<p>New: We recommend that Northern Lights School Division No. 113 separate incompatible purchasing duties (e.g., initiating purchases, tendering, receiving goods or services, approving invoices for payment, adding suppliers to the financial system), and closely monitor transactions where it is not feasible to do so.</p>	137	Partially	In most cases this is done in practice, but need more formal documentation of processes.	AP 515 will clarify these processes.	August 31, 2022

<p>New: We recommend that Northern Lights School Division No. 113 document its due diligence procedures used to validate suppliers before entering them into its financial system, and keep the supplier listing in its financial system up-to-date.</p>	139	Partially	<p>We do our due diligence before adding suppliers to ensure they are legitimate. We do not have a standard form or process for adding vendors.</p>	Need to formalize process for adding vendors and also implement annual review of supplier listing.	August 31, 2022
<p>New: We recommend that Northern Lights School Division No. 113 require staff to document the receipt of heating fuel purchases and to adhere to its delegation of authority when approving invoices for payment.</p>	139	Implemented	<p>Our facilities department updated procedures to ensure proper staff are signing off on heating fuel purchases.</p>		

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Chapter 15, Saskatoon School Division No. 13 – Pension Plan for Non-Teaching Employees of the Saskatoon Board of Education, Volume 2, 2019

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
New: We recommend that the Saskatoon School Division No. 13 complete monthly reviews of the bank and investment reconciliations for The Pension Plan for the Non-Teaching Employees of the Saskatoon Board of Education.	103	Implemented	School division administration reviews the monthly bank and investment reconciliations prepared by the external service provider. School division reviews started in June, 2019.	No further action required.	No further action required.

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Chapter 41 – Saskatoon School Division No. 13. – Procuring Goods and Services, Provincial Auditor Report Volume 2, 2020

Recommendation Indicate New/Outstanding	Page	Current Status (implemented, partially implemented, not implemented)	Actions Taken to Implement since PA Report	Planned Actions for Implementation	Timeline for Implementation
<u>Outstanding</u> We recommended that Saskatoon School Division No. 13 follow its established procedures for assessing the validity (e.g., existence, ownership) of suppliers	294	Implemented	No further action required.		

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Chapter 11, Saskatoon School Division No. 13 – Monitoring Success in Readyng Students for Learning in the Primary Grades When Exiting Kindergarten, Volume 1, 2021

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><u>New:</u> We recommend 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.</p>	159	Implemented	<p>The assessment calendar includes the following assessments and dates assessments should be done:</p> <ul style="list-style-type: none"> • Alphabet data • Phonological Awareness Screeners • EYE • SPS Math Screeners • Progress reports • Student activity conferences <p>The calendar is in the school opening package, reviewed at the first staff meeting in August. The calendar is also placed on</p>		August 2021

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			<p>the Assessment and Research portal, which all teachers and school-based administrators have access to.</p> <p>On the August 26/2021 elementary professional learning time, school-based administrators and teachers developed an assessment and communication plan for their school and specific grade. This would have been an expectation for all kindergarten teachers.</p>		
<p>New: We recommend 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.</p>	<p>160</p>	<p>Partially implemented</p>	<p>Several Canvas courses have been developed for teachers to view. The content of these courses includes evidence-based instructional and assessment practices. The professional learning modules available to</p>	<p>Kindergarten professional development opportunities focus on curriculum expectations, evidence-based instructional and</p>	<p>End of June 2022</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
			kindergarten teachers include: <ul style="list-style-type: none"> • Assessment • Building an Evidence-Based Literacy Block • Embedded Literacy • Foundational Reading Skills • New to Early Years Evaluation (EYE) • Responding to the EYE Results • Number Sense • Phonological Awareness Resources • Supporting Students in Writing K-2 	assessment practices and equity. Dates for kindergarten professional learning include: <ul style="list-style-type: none"> • October 14/2021 • January 19/2022 • March 10/2022 	
New: We recommend Saskatoon School Division No. 13 understand reasons for kindergarten students who did	161	Partially implemented	The Early Years Evaluation closed on December 6/2021. All reports have been	On the January 19/2022 and March 10/2022 kindergarten professional development days, the following EYE	End of June 2022

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not participate in required reassessments of student learning and development.			<p>uploaded to the EYE system and printed off for each kindergarten student.</p> <p>The Early Learning Coordinator sent communication and multiple EYE resources to school-based administrators, including A Guide for EYE School-Based Meetings.</p>	<p>expectations will be reviewed:</p> <ul style="list-style-type: none"> • teachers will be reminded to print off their kindergarten student's EYE reports and put them in their cumulative folder. • Any new student that does not have an EYE report in their cumulative folder or was not assessed in the fall of 2021 will be flagged. • Kindergarten teachers will send the student's name to the Early Learning Coordinator, who will send the information to the Learning Bar. • These students will be added to the teacher's class list and assessed during the spring data window. 	

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: We recommend 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.</p>	<p>165</p>	<p>Partially Implemented</p>	<p>Several Canvas courses have been developed for teachers to view. The content of these courses includes evidence-based instructional and assessment practices. The professional learning modules available to kindergarten teachers include:</p> <ul style="list-style-type: none"> • Assessment • Building an Evidence-Based Literacy Block • Embedded Literacy • Foundational Reading Skills • New to Early Years Evaluation (EYE) • Responding to the EYE Results • Number Sense 	<p>Kindergarten professional development opportunities focus on curriculum expectations, evidence-based instructional and assessment practices, and anti-racist/anti-oppressive practices.</p> <p>Dates for kindergarten professional learning include:</p> <ul style="list-style-type: none"> • October 14/2021 • January 19/2022 • March 10/2022 	<p>End of June 2022</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
			<ul style="list-style-type: none"> • Phonological Awareness Resources • Supporting Students in Writing K-2 		
<p><u>New:</u> We recommend Saskatoon School Division No. 13 analyze kindergarten assessment data to identify trends and common areas of struggle across all schools in the Division.</p>	<p>168</p>	<p>Partially implemented</p>	<p>Superintendents of Education reviewed early learning data with school-based administrators during their fall learning visit. School-based administrators shared school-based learning plans, assessment cycles, and professional development plans to address the results and trends.</p>	<p>The following personnel will be involved in analyzing and discussing data in the 2021-2022 school year:</p> <ul style="list-style-type: none"> • Kindergarten teachers will meet throughout the year to collaborate and plan responsive instructional experiences based on EYE domains they have prioritized from the results. • The Early Learning Coordinator and consultant will meet with school-based teams to discuss results and 	<p>End of June 2022</p>

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				<p>support based on current trends.</p> <ul style="list-style-type: none"> • Student Services consultants (including speech-language pathologists, psychologists, counsellors, and special education consultants) will review EYE results with the school-based team to identify and provide whole class and small group recommendations for interventions. • The Early Learning team will share EYE data and trends with the Saskatoon Public Schools Foundation and Board of Trustees bi-annually. 	

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Chapter 25, St. Paul's Roman Catholic Separate School Division No. 20 – Adapting Technology for Learning in Elementary Schools, Volume 2, 2019

Definitions:

1. GSCS: Greater Saskatoon Catholic Schools
2. ET Team: Educational Technology (EdTech) Team
3. Refresh (Schools): Roughly 13 schools selected each year to receive new technology in their school on a rotating basis
4. LMS: Learning Management System
5. ConnectEd: A GSCS developed program to provide 1:1 technology to teachers through an application process with EdTech support
6. Edsby: New LMS, communication and assessment/gradebook tool
7. Teacher Resource Hub: Compilation of professional development resources created to support teachers
8. Edsby Hub: Teacher Training center with videos and resources for teachers created by the EdTech Team
9. SnipeIT: IT inventory system for tracking physical assets
10. iOS: Apple Mobile operating system
11. Meraki: Previous device management software for Apple devices
12. Jamf School Manager: Current device management software for all Apple devices

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<p>New: We recommend St. Paul’s Roman Catholic Separate School Division No. 20 periodically determine the extent it integrated technology use in its elementary schools; classroom instruction.</p>	<p>231</p>	<p>Partially implemented</p>	<p>Developed and sent surveys to refresh schools but pandemic in 2020 did not allow GSCS to collect data.</p> <p>Surveys sent out as a part of 2021 refresh process and data collected.</p> <p>Data is collected for the entire year and reviewed by ET team.</p>	<p>Continue collecting remaining refresh school data.</p> <p>Use survey data to plan ET support.</p>	<p>In process and throughout the academic year</p>
<p>New: We recommend 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.</p>	<p>231</p>	<p>Implemented</p>	<p>March 2020, shifted priorities due to our pandemic response.</p> <p>Documents were created to outline technology integration. Doc 1 - Guidelines for Distance Learning. Doc 2 - Guidelines for Blended Learning. New LMS - Edsby ConnectED teacher Project.</p>	<p>Documents were shared with all staff.</p> <p>Pilot schools and PD for staff in 2020 followed by division wide implementation in 2021. Focus on Attendance, three-way conferences and progress reports as required areas for 2021.</p> <p>ConnectEd began rotation in September 2021 and is fully booked for all of the 2021-2022 academic year.</p>	<p>Both ConnectEd and Edsby implementation are ongoing.</p>

<p>New: We recommend St. Paul's Roman Catholic Separate School Division No. 20 communicate its future vision of integrating technology in the classroom to its teachers.</p>	<p>232</p>	<p>Implemented</p>	<p>ET team approach is not to direct teachers to integrate technology as there is no provincial curricular direction.</p> <p>Support for school technology refresh to align with pedagogical approach to improving student learning.</p> <p>Teachers have been supported with training to establish a base level of technology use in order to facilitate online learning in all grades.</p>	<p>A learning Management System document outlining expectations for all staff.</p> <p>Extensive resources developed to support online learning (resource development, Teacher Resource Hub, EdTech YouTube).</p> <p>Edsby Hub created.</p> <p>ET handbook revisions with ET facilitator PD.</p>	<p>June 23, 2020 document sharing.</p> <p>Resource development during the summer of 2020.</p> <p>Resource Hubs created in March 2020 and ongoing additions to the content.</p>
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<p>New: We recommend St. Paul's Roman Catholic Separate School Division No. 20 periodically verify the existence and location of educational technology available in its elementary schools.</p>	<p>233</p>	<p>Partially implemented</p>	<p>Transitioned from Meraki to Jamf School Manager that now contains 100% of all Apple devices.</p> <p>Google Chrome License Management Console is the inventory of 100% of our Chromebooks.</p> <p>Transition of past inventory system to new SnipeIT.</p> <p>All new devices are entered as they arrive. All current items are being entered on a schedule sent out to each facility during the 2021-2022 academic year.</p> <p>Retired iPads running iOS 9.3 or later.</p> <p>Retired Mac OS High Sierra 10.13.</p>	<p>Updating division tech assets within SnipeIT on a schedule during the 2021-2022 academic year.</p> <p>Phase-out iOS 10.3 iPads by the end of the 20-2022 academic year.</p>	<p>Refresh review is scheduled on a 4-year rotation in all facilities.</p> <p>Updates to SnipeIT started in December 2021 and all facilities are scheduled with a completion date of May 13, 2022.</p> <p>iPad retired Spring 2021.</p> <p>Mac OS retired December 2021.</p>
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<p>New: We recommend 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.</p>	234	Partially implemented	<p>Newly established set for newly purchased devices.</p> <p>Cost-benefit analysis of specific devices.</p>	<p>Cost-benefit analysis of specific devices part of ET meetings.</p> <p>Exploring the cost-benefit of leased devices.</p>	<p>ET meetings every 6 weeks.</p> <p>December 2021 leased device review.</p>
<p>New: We recommend St. Paul’s Roman Catholic Separate School Division No. 20 better link technology purchasing decisions to its Educational Technology Plan (or equivalent document).</p>	236	Partially implemented	<p>Division technology purchases are directly supported by the ET team.</p> <p>Devices are chosen because they support a specific pedagogical approach.</p> <p>Explicit student exposure to multiple platforms and devices</p>	<p>Continued PD with school refresh teams and ET facilitators.</p> <p>Continued involvement of ET team in device purchases.</p>	Ongoing

Status Update Template

January 12, 2022

Chapter 30, St. Paul’s Roman Catholic Separate School Division No. 20 – Promoting Good Student Health and Physical Fitness, Volume 1, 2021

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><u>Outstanding:</u> We recommend 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 initiatives at the school level.</p> <p><u>Current Status:</u> Partially Implemented with respect to health initiatives</p>	<p>283</p>	<p>Implemented</p>	<p>A broad-based division committee was brought together to review the Nutrition Policy and provide feedback to support compliance with the Nutrition Policy.</p> <p>The new policy now has the addition and alignment of renewed provincial guidelines:</p> <ol style="list-style-type: none"> 1. Nourishing Minds: Eat Well – Learn Well – Live Well (2019) 2. The addition and alignment of developed provincial standards <ul style="list-style-type: none"> • Healthy Foods for my School; Nutrition Standards for Saskatchewan Schools • Planning Healthy Menus for my School; Nutrition and Food Standards for Saskatchewan • Food Safety for my School; Nutrition and Food Standards for Saskatchewan Schools 		<p>Board approved the policy on June 28, 2021</p> <p>Updated policy was shared with school staff on September 8, 2021.</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
			<p>The policy has the inclusion of the selection categories outlined within provincial standards:</p> <ul style="list-style-type: none"> • “Choose Most Often” • “Choose Sometimes” • Updating the drink selection criteria for options sold in vending machines and cafeterias based on provincial standards and ensuring options are provided from the “Choose Most Often” category 		

Status Update Template

January 12, 2022

Chapter 8, Horizon School Division No. 205 – Maintaining Facilities, Provincial Auditor report Volume 1, 2020

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: We recommend Horizon School Division No.205 prioritize all identified maintenance deficiencies associated with fire protection and suppression and boilers to enable determination of the nature and timing of necessary maintenance.</p>	92	Implemented	<p>Annual inspections were completed in the fall of 2020, and all previously identified deficiencies have been rectified.</p> <p>An annual review is now conducted between the school division and the third-party contractor to ensure implementation of any outstanding deficiencies identified as a component of the annual inspections.</p> <p>All certificates have been issued as of April 2021.</p> <p>All boiler systems have been reviewed and any outdated or unsupported systems have been capitalized in the long-term plan.</p>	<p>Preventative Maintenance (PM) events are submitted to Asset Planner to track the annual certifications. Service requests are connected to the vendor to track the timelines.</p> <p>An annual review of the capital plan occurs each year with the Director of Education and is then shared with the Board of Education at a regular meeting. The review includes any outdated or unsupported systems based on data captured from preventative maintenance activities.</p> <p>All fire alarm systems have been certified as of April 2021.</p>	<p>All fire alarm systems have been certified through annual inspections by Troy Fire and Life Safety, with the most recent being completed in April 2021.</p> <p>Fire suppression systems were flood tested and the 5-year integrity report was conducted in July 2021 by Horizon’s service provider, Troy Fire and Life Safety.</p>
<p>New: We recommend Horizon School Division No. 205 develop a strategy to better use the maintenance IT system to plan, track, and monitor maintenance of its facilities and significant components.</p>	92	Partially Implemented	<p>Components are updated in the asset planner system as they are replaced and installed.</p> <p>Condition and useful life are recorded for core facility components including boilers, furnaces, roof sections and other high-cost items.</p> <p>Bar codes which are tagged to preventative-maintained activities have been attached to each boiler, furnace, water heater, AHU such that maintenance staff can more effectively record their work.</p>	<p>Continued implementation of the Asset Module in Asset Planner, including purchase order processes, invoices, and service requests.</p> <p>Bar codes continue to be installed on assets requiring regular preventative maintenance activity.</p> <p>Preventative maintenance work is now associated with the asset, and condition updates take place at the time of the activity in the Asset Planner System.</p>	<p>A complete asset tagging system has been implemented for all major building components such as heating systems, fire alarm panels, and HVAC units. However, Horizon continues to work at ensuring every component has been tagged and inventoried. This project will take 3-5 years (or more) to get every asset tagged (examples include water fountains and entrance heaters).</p>

<p>New: We recommend staff of Horizon School Division No. 205 maintain up-to-date and accurate information in the maintenance IT system about completion of assigned maintenance activities.</p>	97	Implemented	<p>Ensured the facilities services staff are aware of the timelines required to close out service requests or to note comments related to the service requests.</p> <p>The Manager of Facilities Services reviews the timelines and expectations with facilities services staff on a weekly basis and as tasks are assigned and completed in the system.</p>	<p>Timers, and notifications have been enabled in the Asset Planner System based on the performance requirements set for facilities services staff.</p> <p>Time sensitive notifications on “High” and “Urgent” service requests have been automated for facilities services staff, and clients making requests.</p> <p>The Manager of Facilities Services monitors any outstanding items with each facilities services staff member and reviews demands in each service area accordingly. Updates are shared with the Superintendent of Operational Services on an ongoing basis.</p>	<p>Facilities services staff are provided direction to work independently on priority items and are responsible to order parts, update service request documentation, and complete each service request assigned.</p>
<p>New: We recommend Horizon School Division No. 205 actively monitor the timeliness of completion of requested and expected maintenance.</p>	98	Implemented	<p>The Manager of Facilities Services continuously monitors the priority levels and actions required to complete service requests and preventative maintenance work as they are entered into the Asset Planner System.</p> <p>Service requests are assigned to facilities services staff to complete, and follow up occurs when standard timelines are exceeded, or have the potential to be delayed.</p>	<p>The Manager of Facilities Services reviews weekly the service requests with facilities staff directly, as well as monthly reports to capture any outstanding, or behind schedule requests or preventative maintenance events.</p> <p>The Manager of Facilities Services provides regular updates to the Superintendent of Operational Services.</p>	<p>These processes are now in place and have been in operations since the 2021-2022 school year. Facilities services staff meet and review the service and preventative maintenance requests. Any ongoing issues are reviewed on a regular basis via onsite meetings, department meetings, and daily communications related to facilities services and operations in the Asset Planner System.</p>
<p>New: We recommend Horizon School Division No. 205 provide its Board with periodic, comprehensive maintenance reports about the results of its maintenance activities (e.g., facilities’ condition, deferred maintenance) and anticipated impact to inform decision-making.</p>	99	Implemented	<p>Monthly reports for the Director of Education and presented to the Board of Education are more detailed and include budget allocations and variances, where appropriate.</p> <p>Separate agenda items and reports are created and presented to the Director of Education and then presented to the Board of Education for their approval.</p> <p>The annual FCI report is provided to and discussed every year with the Director of Education and then presented to the Board of Education for their review and input.</p>	<p>Annual PMR and budget updates are provided to the Director of Education and then presented to the Board of Education for their review.</p> <p>A facility condition index (FCI) report is reviewed with the Board of Education each year based on the Ministry data.</p> <p>Detailed project updates are provided to the Director of Education and shared with the Board of Education for projects exceeding \$500,000 in overall value.</p>	<p>A yearly schedule has been established to ensure reports are delivered to the Director of Education on a consistent basis including but not limited to the PMR 3–5 year plan, Capital Plan, FCI report, portable application approvals, and all other significant and identified matters. All reports are then taken to the Board of Education for their review.</p>

STATUS UPDATE

January 12, 2022

Chapter 20 – North East School Division No. 200 – Increasing Grade 3 Students Reading at Grade Level,
Provincial Auditor Report Volume 1, 2020

Recommendation Indicate New/Outstanding	Page	Current Status (implemented, partially implemented, not implemented)	Actions Taken to Implement since PA Report	Planned Actions for Implementation	Timeline for Implementation
<u>Outstanding</u> We recommended that North East School Division No. 200 periodically evaluate the effectiveness of the tools it uses to assess student reading levels.	228	Intent of Recommendation Implemented	No further action required.		

Status Update Template

January 12, 2022

Chapter 21, Prairie Valley School Division No. 208, Monitoring Progress of Home-based Learners, Provincial Auditor Report, Volume 1, 2020

Recommendation Indicate New/Outstanding	Page	Current Status (implemented, partially implemented, not implemented)	Actions Taken to Implement since PA Report	Planned Actions for Implementation	Timeline for Implementation
<u>Outstanding</u> We recommend that Prairie Valley School Division No. 208 revise its home-based education templates, form, and checklists to better align with the Ministry of Education's policy requirements.	230	Implemented	No further action required.		
<u>Outstanding</u> We recommend that Prairie Valley School Division No. 208 give home-based educators written confirmation of program registration withing the required time.	231	Implemented	No further action required.		

STATUS UPDATE

January 12, 2022

Chapter 22 – Regina School Division No. 4 – Promoting Positive Student Behaviour, Provincial Auditor Report Volume 1, 2020

Recommendation Indicate New/Outstanding	Page	Current Status (implemented, partially implemented, not implemented)	Actions Taken to Implement since PA Report	Planned Actions for Implementation	Timeline for Implementation
<u>Outstanding</u> We recommended that Regina School Division No. 4 establish a process to track and report to its Board of Education the overall success of its initiatives to promote positive student behaviour.	238	Implemented	No further action required.		

Status Update Template

January 12, 2022

Chapter 35, Regina Roman Catholic Separate School Division No. 81 – English as an Additional Language Programming, Volume 2, 2020

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>Outstanding: We recommended Regina Roman Catholic Separate School Division No. 81 periodically analyze the results of the Kindergarten to Grade 8 English as an Additional Language program.</p> <p>Status: Partially Implemented</p>	262	Partially Implemented	<ol style="list-style-type: none"> 1. <ol style="list-style-type: none"> a) Continue to set a Division SMART Goal for the EAL program each year. b) Review end-of-year data yearly to determine if the SMART Goal was met. c) Use the data to set the SMART goal for the following year. d) Report to the board on the success of the SMART goal. 2. <ol style="list-style-type: none"> a) Use the comprehensive Excel spreadsheet to collect data from all schools regarding progress of students in the EAL program. b) EAL teachers enter data twice a year in January and May. c) The superintendent and EAL consultant can access all the data at any time. 	<p>We are moving to a new grading and reporting platform next year. This platform has an analytical data component. This will allow us to import our current data into the platform and then continue to record and track data moving forward without the need for the Excel spreadsheet.</p> <p>We hope to have data integration complete by end of year 2023. In the meantime, we will continue to use the Excel spreadsheet.</p>	Ongoing

			<ul style="list-style-type: none">d) Data will be analyzed for progress.e) Necessary adjustments to learning and teaching are made based on the data. <p>3. <ul style="list-style-type: none">a) EAL teachers enter the data into the Excel spreadsheet.b) It is reviewed by the EAL Learning Consultant. It is double-checked by an Administrative Assistant.c) This process ensures accuracy of data.</p> <p>4. All EAL teachers receive professional development regarding the spreadsheet and collection of data</p> <p>5. <ul style="list-style-type: none">a) Continue to set a Division SMART Goal for the EAL program each year.b) Review end-of-year data yearly to determine if the SMART Goal was met.c) Use the data to set the SMART goal for the following year.d) Report to the board on the success of the SMART goal.</p>		
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			<p>6. a) Use the comprehensive Excel spreadsheet to collect data from all schools regarding progress of students in the EAL program.</p> <p>b) EAL teachers enter data twice a year in January and May.</p> <p>c) The superintendent and EAL consultant can access all the data at any time.</p> <p>d) Data will be analyzed for progress.</p> <p>e) Necessary adjustments to learning and teaching are made based on the data.</p> <p>7. a) EAL teachers enter the data into the Excel spreadsheet.</p> <p>f) It is reviewed by the EAL Learning Consultant. It is double-checked by an Administrative Assistant.</p> <p>g) This process ensures accuracy of data.</p> <p>8. All EAL teachers receive professional development regarding the spreadsheet and collection of data.</p>		
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Status Update Template

January 12, 2022

Chapter 34, Living Sky School Division No. 202, Engaging Grades 7 to 12 Students, Provincial Auditor Report, Volume 2, 2020

Recommendation Indicate New/Outstanding	Page	Current Status (implemented, partially implemented, not implemented)	Actions Taken to Implement since PA Report	Planned Actions for Implementation	Timeline for Implementation
<u>Outstanding</u> We recommend that Living Sky School Division No. 202 require its schools to develop clear and timely action plans in response to the OurSCHOOL survey results.	259	Intent of Recommendation Implemented	No further action required.		
<u>Outstanding</u> We recommend that Living Sky School Division No. 202 and its schools analyze the year-over-year OurSCHOOL survey results to inform survey action plans.	259	Implemented	No further action required.		