

REPORT ON USE OF AUDITS

Goal 5, Objective G - District Accountability System

As of June 30, 2018



TABLE OF CONTENTS

		<u>Page</u>
Introduction		1
Summary of Report on Use of Audits		2
<u>Report on Use of Audits</u>	<u>Original Issue Date</u>	
Annual External Audits		
Compliance with Student Activity Fund Procedures	<i>Aug-16</i>	8
FY 2017 Management Letter	<i>Dec-17</i>	8
FY 2017 Single Audit Report	<i>Dec-17</i>	9
Compliance with Student Activity Fund Procedures	<i>Jan-18</i>	9
Other External Reviews		
Advance Education, Inc.	<i>Various</i>	10
Career, Technical and Agricultural Education (CTAE-09)	<i>Oct-09</i>	13
State Monitoring Report - School of Liberal Studies at Savannah High	<i>Apr-17</i>	13
Peer Review Report of Internal Audit Department	<i>Dec-17</i>	15
Reviewing Audit: Non-Criminal Justice Agency Audit	<i>Mar-18</i>	15
Title IV-B, Ga DOE 21st Century Community Learning Centers	<i>Jun-18</i>	15
Complaint Investigation Resolution	<i>Jun-18</i>	16
Internal Audits & Reviews		
Audit of School Guidance and Counseling Services	<i>Feb-14</i>	17
District-wide Audit of Student Activity Funds	<i>Sep-15</i>	17
ESPLOST Audit of Hesse K-8 School	<i>Jun-16</i>	18
Audit of Custodial Services	<i>Jun-16</i>	18
Audit of Overage Students	<i>Jan-17</i>	18
Audit of Residential Affidavit Process	<i>Apr-17</i>	19
Audit of Before and After School Contract	<i>May-17</i>	20
ESPLOST Audit of the Coastal Middle School Gymnasium Addition	<i>Jul-17</i>	20
Audit of the School of Liberal Studies at Savannah High	<i>Sep-17</i>	21
Audit of Technology in a School Setting	<i>Dec-17</i>	26
ESPLOST Audit of the Hubert Middle School Addition and Modification	<i>Dec-17</i>	28
Contract Compliance Audit of Mock Plumbing & Mechanical, Inc.	<i>Mar-18</i>	28
ESPLOST Audit of Haven Elementary School	<i>May-18</i>	29
Audit of Employee Onboarding	<i>May-18</i>	29
Other Internal Audits		
Continuous Auditing		
Review of Purchasing/Vendor File Maintenance	<i>Feb-11</i>	30
Review of Environmental Testing	<i>Dec-11</i>	30

SY 2017/2018 Business Process Reviews

Beach High School	<i>May-18</i>	31
Gadsen Elementary School	<i>May-18</i>	31
Gould Elementary School	<i>May-18</i>	31
Groves High School	<i>May-18</i>	31
Heard Elementary School	<i>May-18</i>	31
Hesse K-8 School	<i>May-18</i>	31
Hubert Middle School	<i>May-18</i>	31
Islands High School	<i>May-18</i>	31
Johnson High School	<i>May-18</i>	31
May Howard Elementary School	<i>May-18</i>	31
Pooler Elementary School	<i>May-18</i>	31
Southwest Middle School	<i>May-18</i>	31
Windsor Forest High School	<i>May-18</i>	31

INTRODUCTION TO THE REPORT ON USE OF AUDITS

The District Accountability System provides the framework for the school system's strategic planning process. It incorporates the Mission and Vision Statements, Guiding Principles, adopted Vision for Public Education in Georgia statements, and Strategic Goals as approved by the Board of Education for the City of Savannah and the County of Chatham.

Supporting each of the Board's Strategic Goals are one or more objectives with specific key performance indicator measures. These objectives specify what the Superintendent and administration will be focusing on to accomplish each of the Board's Strategic Goals. Specific Board actions to support each of the Strategic Goals are also detailed.

As part of Strategic Goal 5, Objective G, the Board requested a summary report of the various internal and external audits and program reviews used by the District as tools for continuous improvement. The following report includes a brief summary of the conditions, recommendations and management action plans from each audit or review. In some cases, the original report may have been paraphrased for brevity. Please refer to the original report and management action plan for additional information.

The Summary Report on Use of Audits (pages 3-6) lists each external and internal audit, along with the current status of each comment or recommendation (completed, in progress, not started or no recommendations). This is an "executive summary" of the Report on Use of Audits, which follows on pages 8-31.

The Report on Use of Audits lists each audit, a summary of the condition(s), recommendation(s), responsible area(s), action(s) to be taken, current status and estimated completion date (if not completed). **The current status is based on discussions with management; these discussions did not entail any additional audit testing.**

This report includes audits and reviews performed and/or received by the District over the past year. Each audit and/or review will remain in the report until all recommendations or corrective actions are completed. This report will be considered in the annual risk analysis used to develop the Internal Audit plan for the upcoming year.

Acronym	Description	Acronym	Description
A/P	Accounts Payable	FTE	Full time equivalent
ADA	Average Daily Attendance	FY	Fiscal Year
AHRS	The District's HR/Payroll System	GACE	Georgia Assessments for Certification of Educators
ACORN	A Collection of Resource Networks	GaDOE	Georgia Department of Education
ASCA	American School Counselor Association	GaPSC	Georgia Professional Standards Commission
BIS	Business Information Services	GSCA	Georgia School Counselor Association
BOE	Board of Education	HACCP	Hazard Analysis & Critical Control Points
BPR	Business Process Reviews	HHB	Hospital / Homebound
C&I	Curriculum and Instruction	HR	Human Resources
CAO	Chief Academic Officer	HOSA	Health Occupation Students of America
CCRPI	College & Career Readiness Performance Index	HSTE	Healthcare Science Technology Education
CDIO	Chief Data & Information Officer; also known as Chief Data & Accountability Officer	IA	Internal Affairs
CDL	Commercial Driver's License	IEP	Individual Education Plan
CFO	Chief Financial Officer	Info. Spec.	Information Specialist
CKES	Counselors Keys Effectiveness System	LEA	Local Education Agency
CMR	Construction Manager at Risk	LEP	Limited English Proficiency
COO	Chief Operations Officer	Mgr.	Manager
CREQ	Construction Related Equipment Grant	OCCR	Office of College and Career Readiness
CSIP	Comprehensive School Improvement Plan	PBIS	Positive Behavioral Intervention Strategies
CT	Career Technical	PL	Professional Learning
CTAE	Career, Technical, Agricultural Education	PSC	Professional Standards Commission
CTAERN	Career, Technical, Agricultural Education Resource Network	Rtl	Response to Intervention
CTI	Career & Technical Instruction	SAF	Student Activity Funds
CTSO	Career & Technical Student Organizations	SAO	State Accountability Office
CY	Calendar Year	SCCPSS	Savannah-Chatham County Public School System
Dir.	Director	SFA	School Food Authority
DOE	Department of Education	SIS	Student Information System
ED / Exec. Dir.	Executive Director	SLO	Student Learning Objective
EHCY	Education for Homeless Children and Youth	SNP	School Nutrition Program
ELL	English Language Learners	SOP	Standard Operating Procedures
EOPA	End of Pathway Assessment	Sr. Dir.	Senior Director
EPA	Environmental Protection Agency	SRO	School Resource Officer
ESEA	Elementary Secondary Education Act	STEM	Science, Technology, Engineering & Math
ESL	English as a Second Language	SY	School Year
ESOL	English to Speakers of Other Languages	TAA	Teachers as Advisors
ESPLOST	Education Special Purpose Local Option Sales Tax	THRIVE	New Teacher Induction Program
FACS	Family and Consumer Sciences	USDA	U.S. Department of Agriculture
FBLA	Future Business Leaders of America	WBL	Work-Based Learning
FIFO	First-In First-Out (Inventory)	YAP	Youth Apprenticeship Program
FN/FND	Food and Nutrition Department	GMAS	Georgia Milestones Assessment System
GC	General Contractor	SSIP	Safety Schemes in Procurement

SUMMARY REPORT ON USE OF AUDITS

As of June 30, 2018



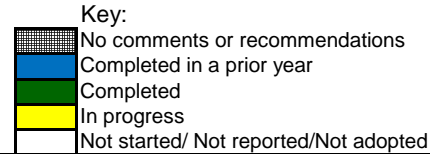
Summary of Report on Use of Audits
 Goal 5, Objective G - District Accountability System
 As of June 30, 2018

Key:

	No comments or recommendations
	Completed in a prior year
	Completed
	In progress
	Not started/ Not reported/Not adopted

Page #	Audit/Review Name	Issue/Received Date	Comment #1	Comment #2	Comment #3	Comment #4	Comment #5	Comment #6	Comment #7	Comment #8	Comment #9	Comment #10	Comment #11
Annual External Audits													
8	Compliance with Student Activity Fund Procedures	Aug. 2016											
8	FY 2017 Management Letter	Dec. 2017											
9	FY 2017 Single Audit Report Year Ended June 30, 2017	Dec. 2017											
9	Compliance with Student Activity Fund Procedures	Jan. 2018											
Other External Audits and Reviews													
10	Advance Education, Inc.	Various	Groves	Jenkins	Islands	SLS	Johnson	SAA					
13	Career, Technical and Agricultural Education (CTAE)	Oct. 2009	Beach	Beach	Groves	Jenkins	Johnson	L&CJ	LS	WFHS	Woodv	CMS	
13	State Monitoring School Review - SLS	Apr. 2017											
15	Peer Review Report of Internal Audit Department	Dec. 2017											
15	Reviewing Audit: Non-Criminal Justice Agency Audit	Mar. 13, 2018											
15	Title IV-B, Ga DOE 21st Century Community Learning Centers	Jun. 2018											
16	Complaint Investigation Resolution	Jun. 2018											

Summary of Report on Use of Audits
 Goal 5, Objective G - District Accountability System
 As of June 30, 2018



19	Audit of Residential Affidavit Process <i>April 2017</i>	
	Condition A	■
	Other Matters	■
20	Audit of Before and After School Contract <i>May 2017</i>	
	Condition A	■
20	ESPLOST Audit of the Coastal Middle School Gymnasium Addition <i>July 2017</i>	
	Condition A	■
	Other Matters	■
21	Audit of the School of Liberal Studies at Savannah High <i>September 2017</i>	
	Condition A	■
	Condition B	■
	Condition C	■
	Condition D	■
26	Audit of Technology in a School Setting <i>December 2017</i>	
	Condition A	■
	Condition B	■
	Condition C	■
	Other Matters	■
28	ESPLOST Audit of the Hubert Middle School Addition and Modification <i>December 2017</i>	
	Condition A	■
28	Contract Compliance Audit of Mock Plumbing & Mechanical, Inc. <i>March 2018</i>	
	Condition A	■
29	ESPLOST Audit of Haven Elementary School <i>May 2018</i>	
	Condition A	■
	Other Matters	■
29	Audit of Employee Onboarding <i>May 2018</i>	
	Condition A	■
30	Continuous Auditing Tests / Risk Reviews	
	Review of Purchasing/Vendor File Maintenance <i>Feb. 2011</i>	■
	Review of Environmental Testing <i>Dec. 2011</i>	■

Summary of Report on Use of Audits
Goal 5, Objective G - District Accountability System
As of June 30, 2018

Key:

	Not tested
	Proficiency/Exemplary improvements
	Emerging improvements (needs improvement for first time review)
	No change/new concerns noted

Page #	SY 2017/2018 Business Process Reviews	Purchasing & Accts Payable	Student Activity Funds	Student Data	Purchase Cards
31	Beach High School				
31	Gadsden Elementary School				
31	Gould Elementary School				
31	Groves High School				
31	Heard Elementary School				
31	Hesse K8 School				
31	Hubert Middle School				
31	Islands High School				
31	Johnson High School				
31	May Howard Elementary School				
31	Pooler Elementary School				
31	Southwest Middle School				
31	Windsor Forest High School				

REPORT ON USE OF AUDITS

As of June 30, 2018



Requirement or Condition Description	Recommendation	Responsible Person(s)	Action	Current Status (Management)	Current Estimated Completion (Based on Discussions with Management)	
ANNUAL EXTERNAL AUDITS						
EXTERNAL AUDIT- Compliance with Student Activity Fund Procedures (SAF) Issued August 2016						
SAF.3.	Disbursements in excess of available fund balance	Recommend funds only be spent up to the available balance in the account in accordance with student activity funds policy.	Chief Financial Officer	In response to this recommendation and others, Management will implement the following new procedures and resources for fiscal year 2017: 1) Any transfers completed must have the transfer form completed and scanned to the SAF coordinator on a monthly basis. This will allow documentation to be attached with the monthly reports, 2) New web based training will be available for schools based on what Student Activity Fund accounts they have, with high schools having more accounts than middle and elementary schools. This will enable schools to train online at their convenience. Also, management will be able to see who has accessed the training and finished the program, and 3) A new updated handbook will be available due to added procedures listed above, new field trip procedures due to bus services being in house, and other matters.	Completed; The Student Activity Fund Handbook was revised in July 2018.	
EXTERNAL AUDIT - FY 2017 Management Letter (ML-17) Issued December 2017						
ML-17.1 Cash	Bank statements for System's central cash account were not reconciled timely and reconciling items promptly researched and adjusted.	Recommend that all of the bank accounts be reconciled monthly to the general ledger and that all suspicious reconciling items be promptly investigated and adjusted with adequate explanations.	Chief Financial Officer	The Senior Director has re-assigned staff members to work on the cash accounts. Along with this will be further training to other staff members for redundancy in this area. There is now a posted monthly closing calendar for Accounting. There is now an established guide on reconciliations along with procedures for sign off by managers.	Completed.	
ML-17.2 Capital Assets	At the present time, there is no procedure for reconciling detailed capital asset records to the general ledger on a regular basis. The lack of such a procedure has led to delayed, inaccurate reporting of capital asset acquisitions.	To prevent the need for major adjustments to the property accounts at the end of each year, we suggest that the general ledger fixed asset accounts be reconciled to the detailed records on a monthly basis.	Chief Financial Officer	Accounting processes the monthly additions and deletions monthly during the year. There were some issues with the sites responding with inventories in a timely manner this year. A formal notification process will be developed to bring departmental and senior financial management into the process in accordance with the audit schedule to ensure compliance. Accounting will start a formal reconciliation of the general ledger postings to the fixed assets journal. This year the recons will be July-December, January-March and April - June. Next year they will be done on a monthly basis.	In Progress; Recommendation will be fully implemented upon conversion to an upgraded financial accounting system.	October 2019

Requirement or Condition Description	Recommendation	Responsible Person(s)	Action	Current Status (Based on Discussions with Management)	Current Estimated Completion
EXTERNAL AUDIT- FY 2017 Single Audit Report Year Ended June 30, 2017 Issued December 2017					
No weaknesses identified		No recommendations by external auditors.			
EXTERNAL AUDIT- Compliance with Student Activity Fund Procedures (SAF) Issued January 2018					
SAF.1.	We noted 5 schools that had at least 1 deficit account balance each due to the automatic roll forward process in SchoolCash, the internal accounting system software.	Recommend monitoring the roll forward, finalizing entries at fiscal year end, and comparing fund ending balances from the prior period to beginning balances of the current period in the accounting system software to maintain accuracy.	Chief Financial Officer		
SAF.2.	Our test of cash receipts revealed 14 of the 24 selected schools had at least one instance in which cash receipts were not remitted to the bookkeeper, by the sponsor, on the day of collection. We also noted instances where funds were remitted timely by the sponsors, but not deposited with the school's bank on the day of collection.	Recommend sponsors remit cash to the bookkeepers daily and bookkeepers deposit the funds daily in accordance with Student Activity Funds procedures.	Chief Financial Officer	Management will continue to emphasize training and will put as much of the material on ACORN as possible. An updated handbook will be available with added procedures and bookkeepers will be notified when a procedure is updated during the year. The SAF accountant will spend more time reviewing and auditing the SAF accounts at the sites. The accountant will develop a schedule to report non-compliance in a timelier manner to management in Accounting for follow-up with management in Academic Affairs. The SAF accountant will report system problems in a timely manner to management in Accounting for resolution.	Completed; We anticipate making some more updates to the handbook within the next couple of months and sharing it with schools sites. The SAF Accountant is spending time weekly at school sites doing individualized hands on training and review. The individualized training allows a faster corrective action in cases of non-compliance and system problems. Training PowerPoints have been created and are shared at Secretaries meetings and at teacher/sponsor meetings.
SAF.3.	Our audit revealed multiple instances where District cash receipts procedures were not followed by schools. Noncompliance included: - Prenumbered cash receipts were not utilized at the point of collection - Report of monies collected forms not completed	Recommend further training on the policies and procedures contained in the District's Student Activity Funds Handbook, namely, cash receipts procedures.	Chief Financial Officer		
SAF.4.	We noted instances of incomplete or incorrect charters on file for each of the student activity funds. Our tests revealed charters that had not been updated with the activity's current sponsor, charters that lacked all required signatures, and activities without a charter on file.	Recommend bookkeepers update the student activity funds chart on accounts each year, and retain complete charters on file for all active activities.	Chief Financial Officer		
SAF.5.	Our audit revealed multiple instances where District purchasing procedures were not followed by schools. Noncompliance included: - Checks issued without adequate supporting documentation - Dual signatures not properly utilized on checks - Invoices not cancelled subsequent to payment	Recommend further training on the policies and procedures contained in the District's Student Activity Funds Handbook, namely, purchasing procedures.	Chief Financial Officer		

Requirement or Condition Description	Recommendation	Responsible Person(s)	Action	Current Status (Based on Discussions with Management)	Current Estimated Completion
ADVANCE EDUCATION, Inc. EXTERNAL REVIEWS					
EXTERNAL REVIEW- Robert W. Groves High School (GHS) Issued January 19, 2017					
GHS.1.		Utilize effective, research-based instructional strategies which incorporate critical thinking skills and frequently monitor their classroom implementation.	Administrators, all teachers, Academic Coaches	Use of open-ended questioning (Depth of Knowledge 2,3, & 4); performance tasks, constructed and extended response questions; implementation of specialized instructional modifications.	Completed.
GHS.3.		The school provides strategic learning support opportunities for all students.	Administrators, all teachers, Academic Coaches	Use support classes (year-long instructional model) and specialized instruction teachers (effective inclusion co-teaching strategies) to provide additional learning opportunities for students; use of after-school tutorials, online resources, differentiated instruction techniques; Dual Lingual translators; SSIP resources; 21st Century Program; use of Saturday School for GMAS tutorials and instructional remediation; use of common assessments to monitor student progress; provide a wide variety of course offerings (i.e. honors, accelerated, AP, and Dual-Enrollment); continued cross-curricular collaboration and inclusion of STEAM performance standards.	Completed.
GHS.5.		Ensure and monitor that student instructional time is protected in policy and practice.	Administrators, all teachers, Academic Coaches	Enforcing consequences for attendance issues (tardiness, skipping); No Pass Policy after the first 15 minutes of any instructional block; Enforcement of Cell Phone Policy; consistent enforcement of the Bell to Bell instruction policy; consistent monitoring of the activities throughout the instructional day by teachers inside the classroom and common areas (i.e. teacher duty rosters); effective use of the school.	Completed.
EXTERNAL REVIEW- H.V. Jenkins High School (JHS) Issued April 25, 2017					
JHS.1.		Design and implement a professional development cycle (training, implementing, monitoring, and revising) for all staff that effectively promotes the evaluation, interpretation, and use of data to inform instructional practices and to increase teacher efficiency.	Administration, Professional Development Liaison, Department Heads	Bi-monthly departmental PLC's and Data Team meetings. Monthly Professional Development School Wide calendar.	Completed.
JHS.2.		Implement a plan to systematically monitor and adjust curriculum, instruction, and assessment based on data from diagnostic and formative assessments.	Math and ELA District content specialist, Administration, Content teachers.	Benchmark assessments administered. Bi-monthly data team meetings.	Completed.
JHS.3.		Incorporate instructional strategies and best practices daily that ensure achievement of learning expectations.	Administration, faculty and staff	Assessment writing skills at a minimum of once per week during class periods.	In Progress; A writer's workshop course has been added, but it does not fully address the recommendation. December 2018
JHS.4.		Develop opportunities for students to socialize, integrate, and connect across programs.	Administration, faculty and staff	Warrior Way, Inter-Club activities, Warrior Highlights Club, Lunch and Learn	Completed.
JHS.5.		Provide additional media, informational, technological, and program related resources available to students throughout the school and across all programs.	Administration, faculty and staff	Professional Development opportunity for workshop on Remind 101 and Schoology	Completed.

Requirement or Condition Description	Recommendation	Responsible Person(s)	Action	Current Status (Based on Discussions with Management)	Current Estimated Completion	
EXTERNAL REVIEW- Islands High School (IHS) Issued May 2, 2017						
IHS.1.		Develop, implement, and monitor a proactive and strategic instructional framework to provide measurable, equitable, differentiated, and challenging opportunities that meet the needs of individual students.	Principal and Instructional Leadership Team	Content area teams identified the following research based strategies as our focus for implementation in all classes: note taking and summarizing	Completed; The Instructional Leadership Team meets twice per month to review lesson plans to monitor the regular implementation of research based instructional strategies. Department chairs also conduct regular classroom visits to monitor and offer support and assistance to team members with regards to instructional practices.	
IHS.2.		Employ and monitor consistent school-wide grading practices that reflect a student's mastery of content.	Principal and Instructional Leadership Team	Planned professional development focusing on effective standards based on grading practices	Completed; Several articles related to grading practices have been shared with faculty and staff and each department has had a follow-up conversation. The faculty and staff members have agreed to implement more consistent practices with regards to entering grades in PowerSchool.	
IHS.3.		Establish and monitor non-negotiable instructional roles and responsibilities for co-teaching collaborative classrooms.	Principal and Assistant Principals	Professional learning opportunities provided by Dept. for Exceptional Children for all Gen-ed and SPED teachers and paras.	Completed; Professional learning sessions have been conducted for all teachers focusing on effective co-teaching strategies.	
EXTERNAL REVIEW- The School of Liberal Studies (SLS) Issued May 24, 2017						
SLS.1.		Develop and implement a plan for effective instruction and classroom management, providing professional development to ensure success.	Instructional Coaches, Administrators, and Leadership Team	Teachers who are new to teaching will be assigned a mentor. Teachers new to the District with at least 5 years of experience will be assigned a buddy. All teachers will attend a classroom management training during pre-planning. Each month all new teachers will be required to meet with their mentor/buddy. Weekly learning walks will be done by the administrative team and instructional coaches. Also, each month, the leadership team will conduct learning walks. The leadership team will review the discipline data each month and determine to provide continued support for all teachers. Also, PBIS is being implemented to encourage consistent positive behavior.	Completed and Ongoing.	
SLS.2.		Develop a plan to equip teachers with the techniques necessary to create differentiated lessons to meet the needs of their diverse learners.	Instructional Coaches and District Coaches	Teachers will attend a two day training for content planning days before school begins. The first day will be conducted by the instructional coaches and the second day will be conducted by the District content specialists. During that time pacing calendars and resources will be provided. Teachers will also attend professional learning about professional learning communities. Teachers will meet three times a week to review effective instructional strategies and review the data to measure the effective of the instructional strategies implemented.	Completed and Ongoing.	

Requirement or Condition Description		Recommendation	Responsible Person(s)	Action	Current Status (Based on Discussions with Management)	Current Estimated Completion
SLS.3.		Implement practices that help improve communication about required tasks to the faculty.	Instructional Coaches	Teachers are provided with a monthly calendar with all professional learning dates and titles. Teachers also receive email invites at the beginning of each week. The professional learning for the week is also written in the weekly "Highway Alerts".	Completed; In addition to the monthly calendar and meeting invites, the Principal creates an electronic weekly newsletter and the school utilizes a live Google Doc to update activities.	
SLS.4.		Develop and implement a plan to provide technology infrastructure, hardware, and software to support student learning in all classrooms.	Instructional Coaches, Technology Coach, and Media Specialists	Teachers will receive training on how to access and setup their gradebook. Each teacher will also receive training on SLDS so they can review their students previous test data and grades. Also, teachers have been made aware of all technology available at the school. Media specialists will lead a technology to monitor and model instructional strategies using technology. The instructional coach will also conduct a professional development on how to differentiate with technology.	Completed and Ongoing; In addition, new Computer on Wheels (COWs) and Chromebook computers to update the labs have been purchased.	
SLS.5.		Formalize a plan that addresses various infrastructure needs, including Internet connectivity, maintenance of facilities, and equipment repairs.	Administrators, Secretaries, and Custodial Staff	Teachers that have various infrastructure needs have to send their request to the administrative secretary. She then separates the requests by departments and then submits them to the proper person after getting administrative approval.	Completed and Ongoing.	
EXTERNAL REVIEW - Sol C. Johnson High School issued April 10, 2017						
Johnson.1		Develop, implement and monitor a school-wide system to ensure that teachers utilize consistent instructional processes that inform students of learning expectations and provide for on-going differentiation of instruction that results in all students meeting learning and achievement goals.	Leadership Team	1) Provide interactive PL (review for some on instructional framework. 2) Provide interactive PL's (8 types of engagement for learners). 3) Walkthroughs conducted-data gathered and differentiated PL provided. 4) Collaborative Planning/PLC/Data Team Mondays in media center for all certified teachers with Academic Coaches & Administration monitoring/facilitating (school-wide tutorial for athletes with Parent Facilitator monitoring to ensure all persons can attend-occurs every Monday.) 5) Weekly lesson plan feedback & adjustments required in 24 hours. 6) Co-Teaching PL's with focus walk follow-ups -3 types for SY 17-18 focus are parallel, station, and team.	Completed.	
Johnson.2		Refine and implement grading policies, process and procedures with fidelity and consistently across grade levels and courses.	Leadership Team, Administration	Content alike courses must have same grading practices and percentages, i.e. Biology 2 unit exams and minimum of 5-7 formative assessments, etc.	Completed.	

Requirement or Condition Description		Recommendation	Responsible Person(s)	Action	Current Status (Based on Discussions with Management)	Current Estimated Completion
EXTERNAL REVIEW - Savannah Arts Academy, Issued July 19, 2017						
SA.1		Develop and implement a comprehensive process for collaborative professional learning communities which may address: vertical and horizontal alignment, planning across grade levels and content areas, the examination of student formative assessment data and discussions of way to differentiate instruction for each student based on the results of formative assessments.	Administrative Team and School Improvement Team	PLC training with SCCPSS PL - Hybrid Model: Series of Virtual Modules In-House PD. After initial training in PLC-PLC/PD calendar will be developed to address: Pre-AP Teacher Academies (Rigor) and Differentiation based on formative assessments.	Completed and Ongoing.	
SA.2		Establish protocols for the evaluation, interpretation, and use of data and ensure that the data are being used to inform daily instructional practices.	Administrative Team	Georgia SLDS Training: First District RESA Trainer, Individual FIP (Formative Instructional Practices) Training, Create a new Data team (extrapolate by content, teacher, CCRPI demographics), CCRPI Training	Completed and Ongoing.	
SA.3		Train all school instructional staff members on the effective use of formative assessment data to inform daily instruction.	Administrative Team	Individual FIP Training, Embedded Professional Learning - sharing formative practices.	Completed.	
OTHER EXTERNAL REVIEWS						
EXTERNAL AUDIT - Program Review Improvement Plan - Career, Technical, and Agricultural Education (CTAE-09) Program Issued October 2009						
Note: This is a five-year Program Review Improvement Plan that is broken down into two levels: District and school site findings.						
CTAE-Beach-2.	Beach - To authenticate each pathway's outcomes by aligning to its specific industry.	All program areas should pursue industry certification.	CTAE Director	The Business and Marketing programs will pursue Industry Certification during the 2011-2012 school year and will use 2010-2011 as a preparation year. The Healthcare Science program is currently certified and will work to maintain industry standards.	In Progress; Healthcare Science Certificate completed. Business and Marketing program certification was on hold. Progress is being made. Teachers have been in place for two years and are entering year three and can now apply for industry certification.	June 2021
External Review- State Monitoring Report School Status Review of School of Liberal Studies at Savannah High (SMSHS) Issued April 30, 2017						
SMSHS.1.	Collaborative Planning					
Steps for school		a Create a systematic monitoring and feedback plan that includes administration and the leadership team		In Progress - The administration and admin team have a monitor schedule. We use the schedule to monitor lesson plans and complete classroom observations. We assign teachers with the necessary support and schedule feedback meetings accordingly.	Completed and Ongoing.	
		b Use focus walks to ensure that the feedback is being implemented in classes.		In Progress	Completed and Ongoing.	
		c Continue to use all curriculum/data documents for planning.		In Progress - When observing Data and Lesson Plan Collaboration meetings, the admin and Instructional Coach review pacing guides; ensure appropriate I CAN statements are being created to drive the lesson.	Completed and Ongoing.	
		d Develop a comprehensive professional development plan for new staff over the summer.		In Progress - This summer the staff attended a Professional Development Session conducted by Solution tree on how to use Formative Assessments on Tier I and II students	Completed and Ongoing.	
		e Plan a leadership team retreat for work by the new team.		Completed.	Completed.	
		f Principal develop a list of non-negotiables for staff		Completed.	Completed and Ongoing.	
Steps for District		a Provide incentives to staff based on performance criteria established.		Completed.	Completed.	

Requirement or Condition Description		Recommendation	Responsible Person(s)	Action	Current Status (Based on Discussions with Management)	Current Estimated Completion
		b Use District resources for data training, Indistar training, lesson planning, etc.		Teachers attend Professional learning conducted by the District and state in their content area.	Completed and Ongoing.	
		c Continue to provide resources for teachers to address curriculum needs.		Completed.	Completed and Ongoing.	
SMSHS.2.	Common Assessments					
Steps for school		a Professional learning on how to conduct data meetings and use data agenda.		Teachers hold data meetings weekly; teachers not teaching the same course are utilizing the tuning protocol to ensure assignments align to the rigor of the standards.	Completed and Ongoing.	
		b Systematically review data with leadership team by establishing leadership team data meetings		Completed.	Completed and Ongoing.	
		c Track cohort graduation rate.		Completed.	Completed.	
		d Look at attendance data, discipline data, teacher attendance data and plan next steps.		In Progress; This is still an area of concern for the school; we have included an attendance goal in our School Improvement plan so that every teacher is actively engaged with this issue. We also have grade level attendance competitions as measured by our Advisement sections.	May 2019	
		e Summer planning/professional learning on policies and procedures.		Completed.	Completed and Ongoing.	
Steps for District		a Ensure the school is using Unify and Performance Matters		The District no longer uses this program. It has not been replaced.	No Longer Applicable.	
		b Common benchmarks and formative assessments should be implemented using Unify.		The District did not provide District-wide benchmarks. The school created its own.	Completed.	
		c District will furnish assessments for curriculum units next year.		Completed.	Completed and Ongoing.	
SMSHS.3.	Research-based instructional practices					
Steps for school		a Conduct competency based interviews to select new staff		Completed.	Completed and Ongoing.	
		b Create a needs assessment to determine the teachers' pedagogical knowledge of instructional strategies		In Progress - Instructional strategies are tracked during the review of lesson plans. We allowed teacher leaders to provide Professional Learning sessions to their colleagues to introduce strategies.	Completed.	
		c Write first semester professional development plan over the summer with leadership team		Completed.	Completed.	
		d Conduct focus walks with leadership team on implementation of topics from professional development		Completed.	Completed.	
		e Copy Executive Director of High Schools on any request for help from the District		Completed.	Completed.	
		f Principal submit to District technology needs for instruction		Completed.	Completed.	
		g Principal submit list of non-negotiables for all staff.		Completed.	Completed.	
Steps for District		a Monitor implementation of strategies and provide feedback to administration on lesson plans.		Completed.	Completed.	
		b Observe SPED teachers and paraprofessionals to assess needs.		Completed.	Completed.	
		c Assist school with acquiring needed technology.		Completed.	Completed.	
		d Assist school with providing teacher incentives.		Completed.	Completed.	

Requirement or Condition Description		Recommendation	Responsible Person(s)	Action	Current Status (Based on Discussions with Management)	Current Estimated Completion
EXTERNAL AUDIT - Peer Review Report of Internal Audit Department (PR-18) Issued December 2017						
PR.1.	Standard 3.14 requires auditors to evaluate the following broad categories of threats to independence when threats are being identified and evaluated: self-interest, self-review, bias, familiarity, undue influence, management participation and structural threats. Further, Standard 3.42 requires an auditor who previously performed nonaudit services for an entity should evaluate those nonaudit services on independence before accepting an audit.	Suggest management consider expanding their department's independence assessment form to include an evaluation of each threat to independence and consider having each auditor complete their own form. We also recommend implementing a document or an assignment sheet that specifically indicates nonaudit services have been considered prior to assigning or accepting the current audit.	Senior Director, Internal Audit		Completed	
PR.2.	Standard 6.07 requires auditors to plan the audit to reduce audit risk to an appropriate level and to obtain reasonable assurance that the evidence is sufficient and appropriate to support findings and conclusions. In relation, Standard 6.66 states that auditors should assess the sufficiency and appropriateness of computer-processed information regardless of whether the information is provided to or extracted by auditors. Standards 6.58 and 6.69 indicate auditors should evaluate and determine whether evidence taken as a whole is sufficient and appropriate for addressing the audit objectives and supporting findings and conclusions. Although the evaluation of the sufficiency of audit evidence is a task that is inherent in audit processes, we were unable to identify evaluations for audit evidence, the sufficiency of data used or an evaluation of the audit evidence taken as a whole in the audit documentation.	Recommend you consider expanding the workpaper documentation requirements to include assessment statements where appropriate. We specifically recommend management enhance and document the evaluation of computerized data used in the audit process and indicate an evaluation of the information taken as a whole was considered when assessing the conclusions of the audit.	Senior Director, Internal Audit	We concur with both recommendations. The recommendations will be implemented no later than December 31, 2017. Any necessary updates to the Internal Audit Manual or revisions to any checklists or forms used by the Internal Audit Department will also be completed no later than December 31, 2017.	Completed.	
EXTERNAL AUDIT - Reviewing Audit: Non-Criminal Justice Agency Audit (NCJAA) Issued March 2018						
NCJAA.1.	No weaknesses identified	No recommendations by external auditors.				
EXTERNAL AUDIT - Title IV-B, Ga. DOE 21st Century Community Learning Centers (21st-18) Issued June 2018						
21st-18.1.	No weaknesses identified	No recommendations by external auditors.				

Requirement or Condition Description	Recommendation	Responsible Person(s)	Action	Current Status (Based on Discussions with Management)	Current Estimated Completion	
EXTERNAL AUDIT - Complaint Investigation Resolution (CIR) Issued June 2018						
CIR.1.	<p>A review of documentation and conducted site visits found the following:</p> <ul style="list-style-type: none"> Confirmed that the SCCPSS 21st CCLC FY18 original budgets includes Youth Advocates and Nutritional and Fitness (Para-Professionals) for afterschool and summer sessions, for all current subgrants. The GaDOE Review Team determined that the approved budgets lacked mention of food service or preparation duties for the Youth Advocates and Nutritional and Fitness (Paraprofessionals) The GaDOE Review Team confirmed that all SCCPSS 21st CCLC sites provide students with a donated meal during scheduled snack/meal times each day The GaDOE Review Team verified that that meal preparation and service is a reasonable responsibility of the 21st CCLC program to ensure the orderly and safe management of the provided meals. 	<p>The GaDOE Federal Programs Division recommends that the SCCPSS 21st CCLC program revise future 21st CCLC budgets to clarify all line items and expenses for personnel costs associated with food preparation and service.</p> <p>The submitted budgets will be reviewed to determine if the cost is reasonable and necessary. The budget details should include a description of the total account of the individuals' duties as well as the hourly rate, number of hours per day and total number of days. The costs must meet §200.403 requirements that costs associated with the federal grant must be allowable and allocable to that grant.</p>	21st CCLC Coordinator	<p>The 21st CCLC Data Analyst has completed the FY19 budget and it has been reviewed by the Program Coordinator, Senior Director of Compensatory Programs and Fiscal Analyst/Auditor, which includes Youth Advocates/Fitness (Paraprofessionals) and Nutrition Workers for afterschool, summer and intercession sessions, for all current subgrants. During FY19, the nutritious meals will continue to be provided by Second Harvest Food Bank. Second Harvest Food Bank delivers the meals and food preparation directions to each site daily. The nutrition workers are trained by Second Harvest Food Bank based on the USDA guidelines. The nutrition worker works 2 hours daily and arrives to each site at least one hour prior to the scheduled time the meals are served to ensure meals are at the correct temperature based on the food preparation directions. After the meals are warmed at the appropriate temperature, the nutrition worker plates the meals as the students move the line receiving all of the components. if there is food left after students have been served, the student are allowed to get seconds, thirds, etc. After all of the students are served, the nutrition worker cleans the kitchen and dining area before leaving for the day. A synopsis of the nutrition workers duties and responsibilities were added to the ConApp.</p> <p>Nutrition Worker formula: Afterschool - 2 Nutrition workers X \$12 per hour X 2 hours per day X 149 days = \$7152 plus 26% Processing Fee X \$9, 012 per grant; Summer - 2 Nutrition workers X \$12 per hour X 2 hours per day X 20 days = \$960 plus 26% processing fee = \$1209 Intercession-2 Nutrition workers X \$12 per hour X 2 hours per day X 9 days = \$432 plus 26% = \$544</p>	Completed; Recommended Changes were made for the FY19 Budget.	

Requirement or Condition Description	Recommendation	Responsible Person(s)	Action	Current Status (Based on Discussions with Management)	Current Estimated Completion	
INTERNAL AUDITS						
INTERNAL AUDIT - Audit of School Guidance and Counseling Services (SC) Issued February 2014						
Condition C. Roles and responsibilities of the school counselor need to be more clearly defined at all school levels.						
To Academic Affairs:						
SC-C-5.		Communicate new guidelines to administrators and school counselors in a joint meeting to ensure that all understand the appropriate roles and responsibilities of the school counselor at each school level.	CTAE Director; Lead Counselors	The Lead counselors in collaboration with counselors at each level will develop an SCCPSS Effective/Best Practices Handbook that includes appropriate roles and responsibilities.	New Lead Counselor Model will be used for school year 2018-2019 and will continue to be closely monitored for success until a program manager is hired. District level and grade level meetings were held every other month during the 2017-18 school year and will be duplicated for the 2018-19. New Teacher Orientation was held in July 2018 and all counselors were invited to attend.	December 2018
Condition D. Professional learning opportunities for school counselors and school counselor clerks need to be provided by SCCPSS Professional Learning.						
To Academic Affairs - Professional Learning Department						
SC-D 1-a.		Consider aligning professional learning opportunities with the criteria for the Licensed Professional Counselor in Georgia credential, as well as the National Certified School Counselor certification.	PSC; CTAE Director; Lead Counselors	This will be a conversation with PSC, GSCA, and Academic Affairs to consider costs and time.	Completed and Ongoing; All counselors are invited to attend professional events, and Lead Counselors are working with new counselors.	
SC-D-2.		Develop an annual professional learning calendar for all school counselor clerks.	Lead Counselors	Explore the feasibility of annual counselor clerk trainings sessions and develop mentoring network for new counselor clerks.	Lead Counselors are working with Records management, CTAE, Professional Learning, and Student Information Systems to develop an annual training plan. Counselor clerks have received a revised training manual from Records Management - School Year 2017-18.	June 2019
INTERNAL AUDIT - District-wide Audit of Student Activity Funds (SAF) Issued September 2015						
Condition A. The monitoring by the Student Activity Fund Coordinator is not consistent and in-depth enough to capture non-compliance issues in more complex transactions.						
To Division of Finance:						
SAF - A.1.		Develop a cyclical review of transactions that includes analyzing:				
	a)	Basic procedures commonly used to conduct day-to-day transactions within SchoolCash.net (completed forms, supporting documentation, timing of deposits, etc.).	Director of Accounting/ CFO	A checklist and documented process for review/analysis of transactions will be developed for use by the SAF Accounting Coordinator.	In Progress.	June 2019
	b)	Advanced procedures that are area specific due to the nature of the transactions (school store/concession processes, petty cash, donations, transactions of \$1,000 or more, charities, etc.).	Director of Accounting/ CFO	A checklist and documented process for review/analysis of transactions will be developed for use by the SAF Accounting Coordinator.	In Progress.	June 2019
SAF - A.2.		Develop a method to record the findings in order to identify trends in errors and to determine if the instances identified are training issues or are due to non-compliance issues by the person responsible (sponsor, secretary, principal).	Director of Accounting/ CFO	A log will be developed to record findings from the review process.	In Progress.	June 2019
SAF - A.3.		Develop a line of communication to the appropriate supervisors when findings provide evidence to support additional training is needed or areas of non-compliance are not improving.	Director of Accounting/ CFO	A quarterly reporting process will be developed to notify supervisors of the need for additional training or areas of continued non-compliance. In addition, more immediate reporting will be employed for more egregious errors.	In Progress.	June 2019

Requirement or Condition Description	Recommendation	Responsible Person(s)	Action	Current Status (Based on Discussions with Management)	Current Estimated Completion
INTERNAL AUDIT - ESPLOST Audit of Hesse K-8 School (ESHS) Issued June 2016					
Condition C.	RFP documentation should be reviewed to ensure attendance sheets are dated correctly and evaluation forms are anonymous.				
To Purchasing:					
ESHS-C.1.		Verify that all forms used for the RFP process have a correct date. A column should be added to the Pre-Qualification Proposal Conference attendance sign-in sheets so vendors can also document a date when signing the form.	Purchasing	The Director of Purchasing will review all templates and forms to ensure that no extraneous information is entered. A column will be added to sign-in sheets to allow meeting participants to sign and date the sheet.	Completed.
ESHS-C.2.		Update the Purchasing Manual to include information on the evaluation process to ensure numbers are assigned and documented for each team member on the scoring forms. This will help ensure anonymity during the evaluation process.	Purchasing	The Director of Purchasing will review this information with the Purchasing Agents during routine staff meetings. It will also be included in the Purchasing Department procedure manuals.	In Progress. November 2018
INTERNAL AUDIT - Audit of Custodial Services (CS) Issued June 2016					
Condition A.	Multiple areas of the custodial program are not monitored sufficiently to ensure the District's expenditures are accounted for and maximized to the benefit of the District.				
To Maintenance and Operations Department/Academic Affairs:					
To Academic Affairs:					
CS-A.4.		Develop written procedures for schools/sites to follow to ensure the time worked by custodial substitutes is supported by documentation as invoiced by the substitute provider.	Executive Directors of School Governance- Elementary and K-8 and Secondary	Academic Affairs staff will work with Maintenance and Operations to develop and communicate the procedures for documenting and reporting the work of substitute custodians.	In Progress. June 2019
INTERNAL AUDIT- Audit of Overage Students (OA) Issued January 2017					
Condition A.	The District does not sufficiently prioritize preventing retention and supporting alternatives to retention in order to reduce the number of overage students.				
To: Academic Affairs					
OA.A.1		Perform a District-wide study to determine the most frequent causes of retention and implement best practices to reduce those causes.	Executive Directors of School Governance and School Improvement Teams	A District-wide study (grades K-12) will be conducted to determine the top four causes for retention based on quantitative demographic and student performance data using the following variables: race, gender, social economic status, school administrators' experience, teachers' experience, and District assessment data (MAP/SRI). Research based strategies to improve student performance will be shared with principals to use in creating individual site based plans to reduce the number of students who are retained.	Dropout and retention study will be completed in October 2019. October 2019
OA.A.4.		Increase the number of EIP/REP teachers allocated directly to the schools.	Executive Directors of Elementary/Secondary School Governance	All EIP/ REP positions are currently allocated directly to schools. Principals and Information Specialists will continue to receive training twice per year on the FTE Data collection process in order to increase the number of EIP/REP segments earned each year. Academic Affairs will recommend to the Superintendent an annual increase to be allocated directly to schools. NOTE: The number of FTE segments earned is contained in the Quality Based Education funding allocation to the school District. It is the Superintendent's discretion whether such positions will be funded 100 percent.	Completed; FTE Allocation Guidelines and Training were completed for 2018 which resulted in an increase in FTE by an average of 20%.

Requirement or Condition Description	Recommendation	Responsible Person(s)	Action	Current Status (Based on Discussions with Management)	Current Estimated Completion	
Condition E.	The majority of overage students face many nonacademic challenges that present barriers to learning. The District could address these challenges more effectively.					
<i>To Public Affairs and Administrative Services</i>						
OA.E.4.		In conjunction with the wraparound services feasibility study, create a list of all community organizations, non-profits, governmental agencies, etc. that SCCPSS currently works with, categorized by service type.	Director of Student Support Services and Office of Public Affairs	Student Services has established a list of wraparound services available to schools and parents to support overage student populations. The process for sharing such information will be reviewed for relevance and effectiveness and shared with appropriate parties in order to increase awareness.	Student Affairs Support Services Center (SASSC) will open on the campus off East Broad K8 in December 2018.	December 2018
INTERNAL AUDIT- Audit of Residential Affidavit Process (RAP) Issued April 2017						
Condition A.	No Written Procedures of the Student Enrollment Process					
RAP.A.1		The District should consider redirecting the documenting of the enrollment process from Student Affairs department to the Data and Accountability Division due to its direct impact of the State reporting of student information.	Academic Affairs and Data and Accountability with the approval of the Superintendent and Cabinet	Key personnel involved in the Residential Affidavit (RA) process at the school and central levels will map out the process to determine how it is currently being executed and the effectiveness of said process. Ownership and oversight of all or various parts of the processes will be established and memorialized. Centralizing the RA enrollment process will be explored.	In Progress; Ownership has remained with the Student Affairs Department. Guidance of the enrollment process has been defined but has not been established in written form.	June 2019
RAP.A.2.		The District develop written procedures of the registration/provisional/ residential/verification process that addresses not only the forms that are required but also the following:	Student Affairs and Student Information Systems (SIS)	A project team will be formed to work on the recommendations and provide a resolution to Cabinet for consideration and implementation	In Progress; Currently being developed for presentation to Cabinet.	June 2019
	a	The timeframe of the process.				
	b	The progression of the enrollment process and the steps in the process.				
	c	Supporting documents allowed (should match State allowed documents).				
	d	Yearly proof of residency (how to verify this information).				
	e	Proper coding of the students (affidavits), and				
	f	How to proceed with the student/parent when false information is identified.				
Other Matters	Transportation Routing					
RAP OM.1		Develop a yearly timetable for data entry within PowerSchool to meet the needs of all divisions/departments with the end goal of increasing the efficiency of the transportation of all students.	Student Information System (SIS) and Transportation	SIS will continue to work with Transportation to develop a timeline for data entry to ensure data is entered prior to the Information Specialists leaving for summer break and when returning for the new school year.	Completed.	
RAP OM.2		Consider extending the work calendar for Information Specialists to meet the needs of the Transportation department.	Student Information System (SIS)	SIS agrees and supports extending the work calendar for the Information Specialists. Request for funding will be made through the budget cycle.	In Progress; Unfunded for FY19.	June 2020

Requirement or Condition Description	Recommendation	Responsible Person(s)	Action	Current Status (Based on Discussions with Management)	Current Estimated Completion
INTERNAL AUDIT- Audit of Before and After School Contract (BASC) Issued May 2017					
Condition A.	Untimely Renewal of Contract, Out-dated Language in the Contract, Contract Owner				
BASC.A.1.		All future renewals of the contract are timely to ensure both parties are in contractual agreement of services and update future contracts to include language that is relevant to Board policies and regulations.	Purchasing Department	The Purchasing Department will review and process all renewal contracts received from Academic Affairs in a timely manner. An annual review date will be established prior to the end of the school year.	Completed; Contract renewal was Board approved on August 8, 2018. Contract has been forwarded to vendor for review and signature.
BASC.A.2.		Consider developing polices and/or procedures for background checks for vendors that have the same interaction with students as volunteers to ensure the safety of the District's students.	Purchasing Department	We will review current policies and procedures regarding background checks for vendors that will have supervised interaction with students and determine if a regulation or policy similar to IFCD-R(1) is appropriate.	In Progress; Further review is needed to determine the placement (within contract and/or policy) of the requirement as well as the legality of the requirement.
INTERNAL AUDIT - ESPLOST Audit of the Coastal Middle School Gymnasium Addition (CMSGA) Issued July 2017					
Condition A.	Reports that list contracts awarded for the Coastal Middle School Gymnasium Addition did not accurately reflect the local and non-local status of three businesses.				
To: Operations Division					
CMSGA.A.1		Reports submitted by the GC should be verified by Parsons to ensure they are accurate prior to dissemination. The businesses that were reported incorrectly should be updated as needed on any active projects.	Parsons Program Management	All corrections to the report have been made as required. The following action steps will be completed for General Contractors: 1. Parsons will check addresses of all companies on GC reports to verify they are properly reported as local or non-local. 2. The GC shall be required to provide written documentation on all vendors identifying their business location (city and county) prior to contract award.	Completed and Ongoing.
Other Matters	Contractor Performance Evaluations are not being fully utilized during construction projects.				
To: Operations Division					
CMSGA OM.1		Revise the Contractor/Vendor Performance Evaluation & Rating Handbook to include updated procedures.	Operations Division and Purchasing Department	The existing Contractor/Vendor Performance Evaluation & Rating Handbook will be reviewed and updated to ensure compliance with current policies and regulations. In addition, we will recommend incorporating the handbook into our solicitation and contract documents.	In Progress.
CMSGA OM.2		Create a plan to disseminate the revised handbook to all employees who are required to complete Contractor Performance Evaluations.	Operations Division	All employees with responsibilities related to contract management will receive training on the vendor performance evaluation process. In addition, the document will be posted on the District's internal website for immediate access.	In Progress.

Requirement or Condition Description	Recommendation	Responsible Person(s)	Action	Current Status (Based on Discussions with Management)	Current Estimated Completion
To: Finance Division					
CMSGA OM.3	The Purchasing Department should use Contractor Performance Evaluations to verify past performance as part of the internal reference check during the RFP/RFQ process for future projects. The completed evaluation forms can be found on ACORN under the following: Resources>Workflows>Contractor Performance Evaluation and Rating.	Purchasing Department	The Purchasing Department will meet with Facilities Management to update the handbook to incorporate changes to the solicitation documents. The Contractor Performance Evaluation Forms will be used to verify past performance during internal and external reference checks for future projects.	In Progress.	November 2018
INTERNAL AUDIT- Audit of the School of Liberal Studies at Savannah High (SLSSH) Issued September 2017					
Condition A.	Some students at Savannah High may be at risk for not meeting minimum requirements for course completion and graduation.				
To: Academic Affairs					
SLSSH.A.1	Adhere to the attendance requirements noted in Policy JBA or change them to reflect current practices.	Interim Chief Academic Officer, Director of Pupil Personnel Services, Principal, Assistant Principals and School Attendance Committee	Academic Affairs will ensure that all schools adhere to the attendance requirements noted in Policy JBA to include but not limited to a review of the policy and update in accordance with seat time requirements for virtual and dual enrollment courses.	Completed and Ongoing.	
SLSSH.A.2	Develop more proactive and robust interventions for students who are frequently absent. Develop a protocol for monitoring these students.	Principal, School Administration, Director of Pupil Personnel Services, Executive Director of High School Governance	Academic Affairs in collaboration with school administration will conduct a comprehensive literature review of best practice research to ensure interventions are effective at reducing student absenteeism. This will include a protocol for monitoring attendance of students who are chronically absent.	Completed; School established an attendance team that meets weekly to monitor the attendance of chronically absent students.	
SLSSH.A.3	Add a full-time social worker position to Savannah High to support student attendance initiatives	Interim Chief Academic Officer, Superintendent, Interim Chief Financial Officer	Academic Affairs supports the recommendation based on the audit to add a full-time social worker position to Savannah High to support student attendance initiatives, pending budget approval. If funding isn't available to execute this recommendation, Academic Affairs will work with school administration to develop an incentive plan for students to reduce absenteeism in accordance with Georgia law.	School will receive a full time social worker or full time counselor to help students through crises and needs.	December 2018
SLSSH.A.4	Beginning in the ninth grade and with the guidance of an advisor, increase student involvement and accountability in tracking graduation requirements.	Executive Director for High School Governance, Principal, School Counselor Program Manager and School Counselors	The Executive Director of High School Governance will monitor the Systemwide Academic Records Management (SWARM) Protocol at the School of Liberal Studies twice per year (fall/spring) to ensure student transcript and historical data is accurate and free of errors.	Completed; The SWARM process was reviewed twice with school counselors and principals. Data was maintained at the school level and monitored monthly by Executive Director.	
SLSSH.A.5	Require teachers to provide adequate, documented explanations to support grade changes before school administration approves them.	Executive Director of Secondary School Governance, Principal and Assistant Principals	The Executive Director of High School Governance will provide training to all schools on the NEW Grade Change Authorization Process.	Completed; Principals were trained on the process of submitting Administrative grade changes.	

Requirement or Condition Description		Recommendation	Responsible Person(s)	Action	Current Status (Based on Discussions with Management)	Current Estimated Completion
SLSSH.A.6		Across all District high schools, work with school administrations and teachers to develop school-wide grading practices that are consistently communicated to students and followed in all classrooms.	Executive Director of Secondary School Governance, Principals	The Executive Director of High School Governance will provide training to school leadership on grading as outlined in school Board policy to include expectations for recording grades in PowerSchool.	Completed; All Principals were trained on PowerTeacher and how to monitor grade in-put and grading practices.	
Condition B. Many lessons are not successfully engaging students and/or lack academic rigor, which may negatively affect student proficiency and end of course test scores.						
<i>To: Academic Affairs</i>						
SLSSH.B.1		Devise a plan to increase student engagement as a key part of school turnaround process, including addressing some of the causes of disengagement discussed in the condition above. Involve both teacher and student feedback in the development of the plan.	School Improvement Team and Professional Learning	Ongoing job-embedded professional development will be provided to teachers on student engagement throughout the school year.	Completed; Utilizing the TKES scores, GMAS scores and teacher survey a Professional Development plan is established by semester and revised accordingly throughout the year.	
SLSSH.B.2		Provide and fund professional development opportunities for teachers in the areas of instructional scaffolding, diversifying classroom resources beyond textbooks, and integrating technology.	Interim Chief Academic Officer, Title I, and Interim Chief Financial Officer	Funding will be identified from various sources to support a comprehensive professional development plan during the 2017-2018 school year and beyond.	Completed; Title I and Title II funds are utilized to support professional development.	
SLSSH.B.3		Provide opportunities for collaboration between middle school teachers at Savannah High feeder schools and Savannah High teachers in order to devise a plan to address academic deficits of incoming students.	Principals/Staff: Liberal Studies, Hubert, Spencer, East Broad K8 and Shuman Elementary	Feeder pattern vertical team meetings will be established three times per year to address academic deficits of incoming students.	In Progress; Teachers currently have met once during post-planning.	June 2019
SLSSH.B.4		Provide a research-based intensive literacy intervention such as Read 180 for students struggling with reading and monitor their progress.	Executive Director of Secondary School Governance, School Improvement Team	Academic Affairs will consult with the Georgia Department of Education to identify HIGH IMPACT reading strategies to support struggling readers to include the use of MobyMax Software.	Selected school and those that decided to volunteer will utilize MobyMax Software to assist with increasing literacy skills for students .	May 2019
SLSSH.B.5		Improve use of instructional focus time, including more specific goals, guidance, and monitoring of results.	Executive Director of Secondary School Governance, School Improvement Team	The Instructional Focus Intervention Block is currently being redesigned to ensure maximum use of time and increase students outcomes.	Completed.	
SLSSH.B.6		Incorporate peer observations of other teachers with highly engaged classrooms into professional development, including observing those at other schools.	Executive Director of Secondary School Governance, School Improvement Team and Principal/Administration	Peer observations will be conducted twice per month to promote teacher-driven observation. This empowers teachers with a classroom embedded process to refine their instruction.	Completed; A cycle of walk throughs have been created based to align with the Professional development calendar.	

Requirement or Condition Description	Recommendation	Responsible Person(s)	Action	Current Status (Based on Discussions with Management)	Current Estimated Completion
Condition C. Morale for many of the teachers at Savannah High is low, which likely increases teacher turnover, mitigates student outcomes and impairs school improvement.					
<i>To: Academic Affairs</i>					
SLSSH.C.1		Use the opportunity of the large teaching staff change at Savannah High to establish and cultivate positive morale.	Executive Dir. of Secondary School Governance, School Improvement Team and Principal	The school Improvement team will work with the staff to develop ways to increase school climate/culture.	In Progress. May 2019
SLSSH.C.2		Involve teachers in developing school turnaround plan. Teachers who are engaged in making key decisions and sharing responsibility for reforms are more likely to support change efforts, including ones that push them out of their comfort zone (Behrscok-Sherratt & Rizzolo, 2014).	Principal and Assistant Principals	The principals will solicit ideas, opinions and feedback from staff on the success of the Turnaround Reform Model.	Completed and Ongoing; Several times throughout the year, the leadership team distributes surveys on various topics to garner input from all building stakeholders.
SLSSH.C.3		Develop strategy for communicating school turnaround plan to all school staff, including methods showing progress and changes that will be shared.	Principal and Assistant Principals	School administration and leadership will use data team and faculty meetings to provide staff with updates on the Turnaround reform effects at the School of Liberal Studies. Other means of communication will include a monthly overview and quarterly report as required by the Georgia Department of Education.	Completed and Ongoing; Meetings are held bi-monthly.
SLSSH.C.4		Differentiate job-embedded professional development, based on teachers' experience, needs, and interest.	Executive Director of Secondary School Governance, School Improvement Team and Principal	Ongoing job-embedded professional development will be provided to teachers throughout the school year, based on the required comprehensive needs assessment as required by Title I.	Completed and Ongoing; Utilizing the TKES scores, GMAS scores and teacher survey, a Professional Development plan is established by semester and revised accordingly throughout the year.
<i>To: Human Resources</i>					
SLSSH.C.5		Follow GaDOE recommendation of giving Savannah High priority in hiring teachers, including not permitting teachers offered jobs at Savannah High to accept a teaching position at another District school, at least for a specified period of time.	Chief Human Resources Officer and HR Director of Certified Staffing	Human Resources will monitor all hiring recommendations and not allow teachers that accepted a position at Savannah High to accept a position at another District location. Changes can only be made if approved by the Principal at Savannah High.	Completed; We monitor hiring recommendations and ensure teachers that accept positions at SLS are not able to go to another school.
SLSSH.C.6		Track effectiveness of \$2,000 signing bonus in recruiting and retaining teachers at Savannah High.	Director of Certified Staffing	Monitor pool of candidates compared with other District vacancies. Track the number of teachers that leave during the three years that are part of the incentive.	Completed and ongoing; SLS receives first preference for high school candidates.
SLSSH.C.7		Work with the school administration and Academic Affairs to develop teacher retention strategies specifically for Savannah High.	Chief Human Resources Officer and HR Director of Certified Staffing	Develop teacher retention strategies using best practices.	Completed; worked with Principal to address issues of concern for teacher retention.

Requirement or Condition Description	Recommendation	Responsible Person(s)	Action	Current Status (Based on Discussions with Management)	Current Estimated Completion	
Condition C. Morale for many of the teachers at Savannah High is low, which likely increases teacher turnover, mitigates student outcomes and impairs school improvement.						
<i>To: Academic Affairs</i>						
SLSSH.D.1		Plan activities and events to increase school pride, including parents and the neighboring communities.	Principal and School Leadership Team	The principals and school leadership team will partner with the community, businesses and faith-based organizations to develop strategies to increase school pride.	Completed and Ongoing; Centered around the career academies, the school has implemented various tours and events for all stakeholders.	
SLSSH.D.2		Allow opportunities for Savannah High and Early College students to interact, when feasible and appropriate.	Principal and Assistant Principals	Students currently interact in activities such as taking classes and participating in extra curricular activities such as chorus and band. Additional opportunities for interactions are continually assessed.	Completed.	
SLSSH.D.3		Increase business partnerships. The new Career Academy could serve as an opportunity to recruit new business partners.	Senior Director for College and Career Readiness, Principal and School Leadership Team	Community and Business Partnerships are a critical component of the Turnaround Reform Model and are developed as needed.	Completed and Ongoing.	
<i>To: Communications and Administrative Services</i>						
SLSSH.D.4		Develop action plan to improve community's perception of Savannah High.	Chief Public Affairs Officer, Public Information Manager and Savannah High Principal	<ol style="list-style-type: none"> 1. Re-Brand School Offerings with highly visual rollout of new Career Academy. 2. Develop the following: <ol style="list-style-type: none"> a) Savannah High Marketing Video b) SCCPSS Student Spotlights and testimonials c) In school marketing materials/information for visitors d) In school marketing materials/banner standups promoting the Career Academy 3. Organize well-coordinated school tours for Business Community/Chamber/SEDA/Realtors. 4. Consistently seek student/staff achievement highlights for District Press and Social Media Shares. 	<ol style="list-style-type: none"> 1. Completed/Ongoing: Career Academy has been featured in major community presentations including 2017-18 New School Year Kickoff, Downtown Business Association Presentation, Savannah Rotary Presentation, Spring 2018 State of the District, New School Year Kickoff 2018-19. 2.a) In Progress 2.b) In Progress 2.c) Completed/Ongoing: School creates a newsletter campaign mailed to parents and surrounding community (one per semester). 2.d) Completed: School has stand up banners completed throughout promoting career academy. 3. Completed/Ongoing: In December 2017 the Career Academy Town Hall and Tour was held for parents and all members of the public. July 2018 – Community guests and media invited to a Ribbon Cutting for new Culinary lab at Savannah High. Tours are also planned for SY 18-19 through OCCR that targets business partners. 4. February 2018 – FOX 28 reporter 	October 2018

Requirement or Condition Description	Recommendation	Responsible Person(s)	Action	Current Status (Based on Discussions with Management)	Current Estimated Completion	
					<p>Shelbey Roberts does a story on preparing students for college or career and features the Career Academy at Savannah High.</p> <p>February 2018 – The Superintendent’s Student of the Month was from Savannah High and featured at the Board Meeting.</p> <p>May 2018 – Sav High featured in Graduation Photo Gallery on SmugMug AND Facebook video of students singing class song at Graduation.</p> <p>May 2018 – Social Media feature: Facebook Live of Savannah High Band performing at the Savannah Theater as part of the pre-opening Pep Rally for employees of the new Perry Lane Hotel.</p> <p>August 2, 2018 – Started Superintendent’s First Day of School Tour at Savannah High. Multiple media outlets were on site to capture the start of school and the sight of Alumni enthusiastically greeting students as they arrive for the first day of school. Facebook video posted and pictures on SmugMug. School pride was on full display.</p> <p>August 23, 2018 – Savannah High student lauded as Hero After Saving Neighbor from Fire receives multi-media coverage on broadcast and print channels, featured on District website home page, SCCPSS Facebook live, and invited to Board meeting for Superintendent’s Good News recognition.</p>	
<i>To: Human Resources</i>						
SLSSH.D.5		Along with school administration, develop a teacher recruitment strategy for Savannah High.	Director of Certified Staffing	Develop recruitment strategies specific to Savannah High.	Completed; For SLS we offered incentives to all teachers- (flyer attached). We offered financial incentives, relocation incentives and child placement incentives. We required a three-year commitment to SLS. We opened hiring early for SLS so they had access to SY 18-19 applicants first. When we conducted group Skype interviews for International teachers, SLS received their first selection.	

Requirement or Condition Description	Recommendation	Responsible Person(s)	Action	Current Status (Based on Discussions with Management)	Current Estimated Completion
INTERNAL AUDIT- Audit of Technology in a School Setting (TSS) Issued December 2017					
Condition A. District and School Media Committees					
<i>To: Division of Data and Accountability & Division of Academic Affairs</i>					
TSS.A.1		Develop (collaboratively) a District-wide committee structure that meets State Board Rule and District Regulation requirements while supporting the District's Technology Plan and the goals of the Division of Academic Affairs. The scope of the committee should also include:	Media Services, Instructional Technology, Information Technology	A District Media and Technology Advisory Committee (DMTAC) will be formed that meets the requirements of SBR 160-4-4-.01: Media Programs and IFBD-R: Media Centers. DMTAC shall meet as needed with a minimum of one meeting per year.	Completed; The DMTAC has met twice in the last 6 months.
		a) Monitoring of the school level committees to ensure compliance with State Board Rule.	Department of Media Services and Principals	A central document management solution shall be provided for the School Level Committees (SLC) to post their agendas, minutes, and action items. SLCs shall meet as needed with a minimum of one meeting per semester.	Completed; School committees send documentation to the Learning Technologies and Media Systems (LMTS) Program Manager who uploads them into an Office 365 Environment. Each level has a folder and each school has a sub-folder with all documentation. All schools met twice during 2017-2018 school year with the exception of one school.
		b) Yearly evaluation of District and school level committees to determine if recommendations from these committees are being implemented.	Department of Media Services and Principals	Action items from the committees shall be reviewed for recommendations into the budget process, technology plan, service priorities, and/or school programs.	Completed; The District program manager consolidates all of the school minutes onto Office 365 for proper retention.
Condition B. Technology Funding					
<i>To: Superintendent of Schools</i>					
TSS.B.1		Develop a cross-functional business/funding model for identifying, and executing all program objectives, and monitoring the technology needs of the District on an ongoing basis. This business model should include:	Information Technology, Finance	A cross-functional funding model framework shall be created for tracking the technology needs of schools and business departments. The funding model shall be incorporated into the technology plan, and the phases submitted yearly for funding through the budget cycle.	IT is surveying the administrative departments of the District to determine current use of technology, replacement cycle, and future needs. November 2018
		a) The definition of technology within the business model and identify all components that will be included in the definition (monetary and human cost factors).	Information Technology, Finance	Technology hardware and software shall be defined along with the support services (technical and instructional) needed. The information will be compiled and incorporated into the technology plan.	This information will be added to the District Technology Plan once the findings of the survey are completed. December 2018
		b) Multi-department input in the development of the business model to ensure that the goals and objectives of all departments/programs are incorporated in the model.	Information Technology, Finance	Department input shall be solicited in the development of the funding model framework using group meetings and surveys.	Meetings will be held with departments once survey responses are completed and analyzed. November 2018
		c) Current technology costs for the District to establish a benchmark and develop a comprehensive funding model for projected costs.	Information Technology, Finance	A benchmark shall be created and used to establish projected and cyclical costs for both instructional and business systems/services.	Data collected from surveys, department meetings, and existing technology inventories will be analyzed with the District replacement cycle to establish a benchmark and funding model that will be incorporated into the District Technology Plan. December 2018
		d) Outcomes from the District's Media Committee should be assessed on an ongoing basis to serve as a collaborative feedback for the impact of the designed business/funding model.	Media Services, Instructional Technology, Information Technology	Action items from the DMTAC shall be reviewed yearly for recommendations into the funding model and/or technology plan.	Will be brought to next meeting in the 18/19 SY. September 2018

Requirement or Condition Description		Recommendation	Responsible Person(s)	Action	Current Status (Based on Discussions with Management)	Current Estimated Completion
		e) A monitoring tool that conducts a continuous tracking of costs, impact of service delivery (timing of purchase, maintenance turnaround, etc.), and any other components that drive the business model.	Information Technology, Finance	The financial system records costs of services, to include technology/parts orders, processing, and delivery. The Data and Accountability Division will track these costs and the impact on service delivery. The ServicePRO system tracks technology support services, maintenance, and repairs. Based on feedback from these two systems, spare components shall be kept on hand to improve service delivery. A percentage will also be applied to the funding model to ensure rapid service recovery and continuity of instructional and business operations.	Completed; Costs for service are being tracked in ServicePRO.	
Condition C. Outdated Fixed Assets Inventory Models						
<i>To: Superintendent of Schools</i>						
TSS.C.1		To purchase an inventory management system that streamlines all required inventories from both the technology and academic departments, provides a reporting structure that is electronic in order to eliminate the manual processes, and has reporting mechanisms that management can utilize to meet their reporting needs.	Information Technology, Finance	Funding for a non-fixed assets inventory system shall be submitted through the budget process. The online system shall be available to all schools and departments for inventory tracking and reporting.	Completed; The non-fixed asset inventory system was purchased and is currently being implemented. All LMTS have had initial training and are currently adding new non-fixed assets directly into the platform. The BIS department has been tasked with managing this system in conjunction with the LMTS Program Manager.	
TSS.C.2		Consider moving the threshold of the inventory requirements for asset inventory from the \$1,000 level to a higher threshold in order to reduce the items required to be inventoried.	Finance	The fixed asset threshold shall be adjusted to \$5,000.00 and the existing fixed asset database will be adjusted to support this change.	Completed; The threshold adjustment on fixed assets has been approved by the Board and is now waiting for the completion of the non-fixed asset inventory system. Records will need to be transferred from the fixed asset system to the non-fixed asset system.	
TSS.C.3		Develop one set of procedures that support the new system and address the requirements of all departmental needs within the District.	Information Technology, Finance, State/Federal Programs	New procedures shall be provided to the schools and departments on the requirements of inventory and reporting.	in Progress; Finance, Technology, and Library Science will formulate procedures for tracking non-fixed assets.	December 2018

Requirement or Condition Description	Recommendation	Responsible Person(s)	Action	Current Status (Based on Discussions with Management)	Current Estimated Completion
Other Matters					
<i>To: Operations Division</i>					
TSS OM.1		Develop receipt procedures to ensure all funds are routed to the Division of Finance within a 48 hour time period.	Maintenance & Operations	Procedures shall be created to ensure funds are provided to the Department of Accounts Receivable within three days.	Completed; Procedures developed.
TSS OM.2		Establish a contract with an electronic waste vendor to meet the needs of the District and insurance requirements as it relates to electronic waste.	Maintenance & Operations	A solicitation shall be generated in order to establish an electronic waste contract, and a new process defined for electronic waste pickup and disposal.	In Progress. December 2018
INTERNAL AUDIT - ESPLOST Audit of the Hubert Middle School Addition and Modification (HMSAM) Issued December 2017					
Condition A.	Reports that list contracts awarded did not accurately reflect the Minority, and Women Business Enterprise (MWBE) status of two local businesses.				
<i>To: Operations Division</i>					
HMSAM.A.1		Action plan already in place for previous audits (#16-08, #17-02, and #17-06) - Reports submitted by the GC should be reviewed by Parsons to ensure they are accurate prior to dissemination.	Program Management	Reports submitted by GC's are reviewed.	Completed and Ongoing.
HMSAM.A.2		Compare the GC reports to the City of Savannah MWBE Certified Portal Listing to identify businesses that have been qualified as a MWBE, but not reported as a MWBE by the GC.	Program Management	Reports submitted by GC's will be compared against the City of Savannah MWBE Certified Portal Listing, the contractor will be notified of this finding, asked to verify his report and make corrections if needed.	The City of Savannah's MWBE Program expired on December 31, 2017. This recommendation is no longer applicable.
HMSAM.A.3		Update the LMWBE Participation Report that is presented in the CIC Meeting to reflect the correct percentages for businesses reported as local MWBE.	Program Management	LMWBE Participation Reports are updated monthly and contain the reported information received by the Contractors.	Completed.
HMSAM.A.4		Review active projects to determine if the businesses are reported correctly and update as needed.	Program Management	All reported information has been checked with each contractor.	Completed.
INTERNAL AUDIT - Contract Compliance Audit of Mock Plumbing & Mechanical, Inc. (CCAMPM) Issued March 2018					
Condition A.	Monitoring of contract terms and requirements				
<i>To: Finance and Operations Division</i>					
CCAMPM.A.1		Reevaluate the current monitoring process to ensure all payments are processed within the contract terms.	Operations (Senior Director of Construction)	The project manager will verify and approve or disapprove the final payment request after DP payment recommendation within 10 days of submittal. The project manager will also work with the DP on any outstanding issues that need to be resolved prior to the final payment request. If an application for payment has already been submitted and there will be a delay in payment, additional details and/or documentation will be included with the application.	Completed.
			Disbursements	This appears to be a random error where a signature page was missed by the technician. Compliance with established procedures will continue to be emphasized at staff meetings.	Completed.

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CCAMP.M.A. 2		Develop a process to ensure that all required documents are completed and on file within the timeframe specified in the contract.	Operations (Senior Director of Construction)	The project manager will check to make sure that all project's contract documents are on file before the project's pre-construction meeting. Once the project is completed all close out documents should be provided before DP final payment.	Completed.	
CCAMP.M.A. 3		Review payment terms in future contracts and consult with the Board Attorney to determine if the terms should be updated in the contract. There is an opportunity for cost savings if additional steps are taken to ensure discounts are applied.	Purchasing and Operations	Purchasing, Operations and our Legal team will review the current terms as written and develop a timeline that will allow for the approval process and the opportunity to capitalize on discounts.	In Progress.	November 2018
			Disbursements	This is being reviewed within the context of the Business System Replacement (BSR) Project.	In Progress.	July 2019
CCAMP.M.A. 4		Review the contract language in future construction contracts to ensure requirements are relevant to each project. Consult with the Board Attorney to review any updates as needed.	Operations	We will consult with our legal team to determine if modifications to construction contracts are necessary.	In Progress.	January 2019
INTERNAL AUDIT - ESPLOST Audit of Haven Elementary School (HES) Issued May 2018						
Condition A.	Change Order Monitoring Process - The purchase order modification was not completed for the GMP Change Order that was approved by the Board on August 9, 2017.					
To: Operations Division						
HES.A.1		An effective monitoring process should be established for all change orders to ensure purchase order modifications are completed timely.	Facilities/Program Management	Parsons will submit change order and purchase order requests to be routed internally for signatures. A modification will be generated in LEAFS and put in "HELD" status until appropriate approvals are obtained. Facilities team is working with IT to generate a weekly report to track and monitor all purchase and change orders.	Completed and Ongoing.	
Other Matters	CMR Report of Contracts Awarded - The report presented at the January 2018 Capital Improvements Committee (CIC) meeting did not have complete street addresses documented for some of the subcontractors.					
To: Operations Division						
HES.OM.1		Ensure that all future reports to the CIC have complete physical addresses documented for all subcontractors listed on the CMR Report of Contracts Awarded.	Program Management	All future reports to CIC will have complete physical addresses listed for all subcontractors as provided by the CMR.	Completed and Ongoing.	
INTERNAL AUDIT - Audit of Employee OnBoarding (EO) Issued May 2018						
Condition A.	Undefined OnBoarding Program for District Employees					
To: Division of Human Resources						
EO.A.1.		Develop and define a comprehensive onBoarding program in collaboration with other departments within the District. This program should at a minimum include:				
		Establishing an owner of the process to ensure the designed program maintains integrity and is implemented throughout the District.	Senior Director Professional Learning and HR Employment Directors for Certified & Classified Staffing	Using existing funding, HR/PL will contract with a company to provide a combined solution for Selection, Hiring, OnBoarding, Professional Development and Employee Evaluations.	In Progress.	January 2019

Requirement or Condition Description		Recommendation	Responsible Person(s)	Action	Current Status (Based on Discussions with Management)	Current Estimated Completion
		The progression of the enrollment process and the steps in the process, b	Senior Director Professional Learning and HR Employment Directors for Certified & Classified Staffing	HR/PL will develop a generic training module that employees must take before beginning employment. After working with Division heads, we will develop Job Category specific training.	In Progress.	June 2019
		Supporting documents allowed (should match State allowed documents), c	Senior Director Professional Learning and HR Employment Directors for Certified & Classified Staffing	Using a single software solution, HR/PL will establish benchmarks to ensure employee growth.	In Progress.	February 2019
EO.A.2.		Streamline the intake tasks within the Human Resources Department electronically and between sub departments that will reduce the intake time of a new hire and reduce paper waste.	HR Employment Directors for Certified & Classified Staffing	A single software solution will enable HR to electronically monitor processes and to reduce paperwork with the goal of going 100% paperless.	In Progress.	February 2019
EO.A.3.		Develop a transparent and open line of communication for all departments involved in the employee onBoarding program to provide awareness of the status of the new hire, clarity of their role within the program and feedback of the program.	Senior Director Professional Learning and HR Employment Directors for Certified & Classified Staffing	HR/PL will develop electronic workflows that assist HR/PL and Department Heads with knowing the status of the employee after the employee has agreed to join the District through their first six months of employment.	In Progress.	January 2019
INTERNAL AUDITS - Continuous Auditing (CA) RISK ASSESSMENT						
INTERNAL AUDIT - Continuous Auditing - Review of Purchasing / Vendor File Maintenance (10-CA-01) Issued February 2011						
10-CA-01-2.	Lack of monitoring controls for conflict of interest can expose the District to a potential misuse of funds.	Develop a monitoring process to ensure outdated/obsolete vendors are no longer open for processing payments and/or are purged from the system to reduce risk.	CFO.	Work with Technology to develop an automated process to put obsolete vendors on hold, and a periodic report for the Chief Financial Officer to show any vendors moved from hold to active status.	In Progress; Half completed: Purge completed, reporting structure is dependent on the Business System Replacement capabilities.	December 2019
INTERNAL AUDIT - Continuous Auditing - Review of Environmental Testing (12-CA-01) Issued December 2011						
12-CA-01a	The internal controls governing the environmental management of the District's schools are functioning properly; however, improvements in the reporting process and increased knowledge of the program would enhance the efficiency of the program.	Develop a District-wide Internal Air Quality program that provides the knowledge to prevent air quality issues, assess environmental conditions, and process to report a problem. The EPA's Indoor Air Quality Tools for Schools toolkit may provide the basis for this program.	COO; Senior Director, Maintenance & Operations.	The Operations Division will formalize a District-wide Internal Air Quality Program. The ownership of that program will lie with the Maintenance and Operations Department who will work cooperatively with the Academic Services Division to ensure clear communication about the program with all District facilities and building level leadership. As a part of the Internal Air Quality program, the Maintenance and Operations Department will also receive and complete all requests for environmental testing and maintain a formalized reporting mechanism to ensure that any work associated with testing requests is completed.	In Progress.	January 2019

Requirement or Condition Description		Recommendation	Responsible Person(s)	Action	Current Status (Based on Discussions with Management)	Current Estimated Completion
INTERNAL AUDIT - Business Process Reviews (BPR) Various dates (most recent review reported)						
BPR	Beach High School Emerging improvements in the areas of Purchasing and Accounts Payable; show proficiency in the area of Student Data; exemplary improvements in the area of Purchase Cards.	Corrective action recommended for each area.	Principal; Exec. Dir.	Principal agreed to implement all recommendations.	Completed.	
BPR	Gadsden Elementary School Proficiency in the area of Student Data.	Corrective action recommended for each area.	Principal; Exec. Dir.	Principal agreed to implement all recommendations.	Completed.	
BPR	Gould Elementary School Emerging improvements in the area of Student Data; No changes in the area of Purchasing and Accounts Payable	Corrective action recommended for each area.	Principal; Exec. Dir.	Principal agreed to implement all recommendations.	In Progress; Follow-up scheduled for Fall 2019.	
BPR	Groves High School Emerging Improvements in the area of Purchasing and Accounts Payable and exemplary improvements in Student Data.	Corrective action recommended for each area.	Principal; Exec. Dir.	Principal agreed to implement all recommendations.	Completed.	
BPR	Heard Elementary School Emerging improvements in the area of Purchasing and Accounts Payable and Student Activity Funds; exemplary improvements in the area of Purchase Cards.	Corrective action recommended for each area.	Principal; Exec. Dir.	Principal agreed to implement all recommendations.	In Progress; Follow-up scheduled for Fall 2019.	
BPR	Hesse K8 School Proficiency in the areas of Purchasing and Account Payable.	Corrective action recommended for each area.	Principal; Exec. Dir.	Principal agreed to implement all recommendations.	Completed.	
BPR	Hubert Middle School Exemplary improvements in the areas of Purchasing and Accounts Payable; emerging improvements in the are of Student Activity Funds and in the area of Student Data.	Corrective action recommended for each area.	Principal; Exec. Dir.	Principal agreed to implement all recommendations.	Completed.	
BPR	Islands High School No changes in the area of Student Activity Funds.	Corrective action recommended for each area.	Principal; Exec. Dir.	Principal agreed to implement all recommendations.	In Progress; Follow-up scheduled for Fall 2019.	
BPR	Johnson High School No changes in the area of Purchasing and Accounts Payable; emerging improvements in the area of Student Data.	Corrective action recommended for each area.	Principal; Exec. Dir.	Principal agreed to implement all recommendations.	Completed.	
BPR	May Howard Elementary No changes in Purchasing and Accounts Payable and Student Activity Funds.	Corrective action recommended for each area.	Principal; Exec. Dir.	Principal agreed to implement all recommendations.	Completed.	
BPR	Pooler Elementary School Exemplary Improvements in the area of Student Activity Funds; no changes in the area of Student Data.	Corrective action recommended for each area.	Principal; Exec. Dir.	Principal agreed to implement all recommendations.	Completed.	
BPR	Southwest Middle School Emerging improvements in the area of Student Activity Funds.	Corrective action recommended for each area.	Principal; Exec. Dir.	Principal agreed to implement all recommendations.	Completed.	
BPR	Windsor Forest High School Exemplary improvements in the area of Student Data.	None.	Principal; Exec. Dir.	Not Applicable.	Completed.	