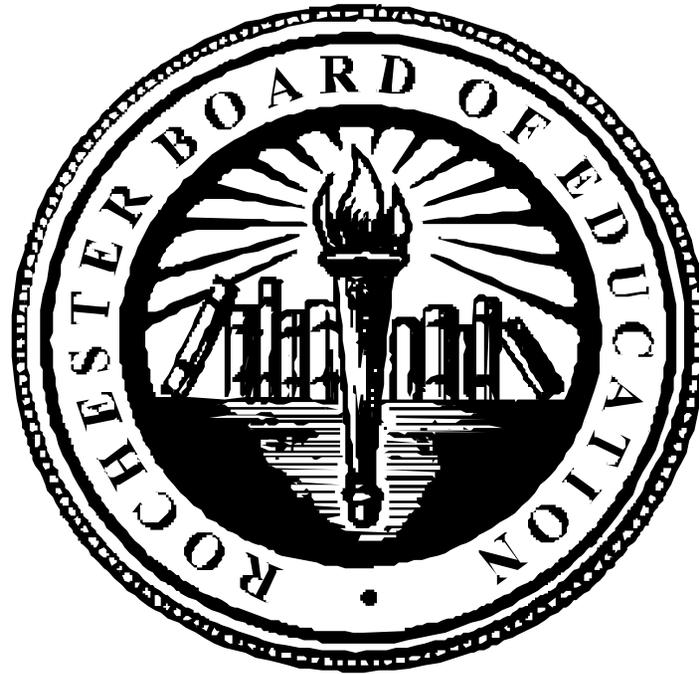
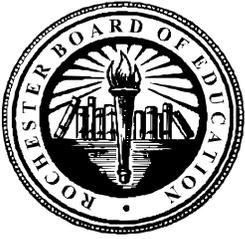


OFFICE OF AUDITOR GENERAL



Scheduling Audit

May 2014



Office of Auditor General Scheduling Audit

OBJECTIVE

To assess the District's new Centralized Scheduling model for effectiveness, and to ensure proper processes and controls are in place to execute accurate School Building Master Schedules and Student Schedules.

BACKGROUND

Centralized Scheduling was implemented for the 2013-14 school year with the function beginning in the spring of 2013. Prior to the 2013-14 school year, schedules were created at the school level. Centralized Scheduling includes the creation and modification of both Master Schedules and Student Schedules. It also includes the scheduling of itinerant employees. Centralized Scheduling was developed to provide consistency amongst District schools, as well as to ensure all schools are appropriately adhering to New York State Education Department guidelines.

SCOPE

We evaluated the Centralized Scheduling process including the effectiveness of operating protocols and procedures. The process for creating both the Master Schedules and the Student Schedules were assessed for reasonableness and completeness, as well as to ensure proper approval level controls were in place. Class names, non-traditional classes and science classes were assessed for adequacy. Student class enrollment, class size and teacher schedules were evaluated to assess utilization and the appropriateness of FTE allocations.

CONCLUSION

The 2013-14 school year was the first year of Centralized Scheduling. The decision to centralize the scheduling process and the timing of the implementation of Centralized Scheduling was hurried; therefore, formalized protocols and processes were not developed. Superintendent Regulations, as well as written protocols and procedures to support an understanding between the Building Principal and Registrar will facilitate consistent understanding and expectations regarding the process of developing, modifying and finalizing the master schedules. Roles and responsibilities must be clarified to ensure appropriate transitions between the Central Registrar and building responsibilities. Master schedules should be complete for teachers and students, before the school year starts. This should include teacher assignments, classrooms and capacity, and student enrollment. Changes to student schedules were being made well into October, including class changes and entire schedule changes. After the year starts, changes to student schedules should be minimal. A formalized change request process should exist for both master schedule and student schedule changes. Documentation to support all changes must be retained and all changes should be tracked electronically.