

# Secondary Master Scheduling & School Facilities

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Vice President, TRiGroup, Inc.

Allan Garde,  
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## PART ONE: INTRODUCTIONS

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### Today's Presenters



Allan Garde  
Assistant Superintendent of  
Business, Hayward USD



Peter I. Parenti, Ed.D  
Vice President  
TRiGroup, Inc.

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## Before We Begin



### Handouts

Some printed materials are available. Slides will direct you to the page numbers.

### Additional Resources

Visit [TRIGroup.us](http://TRIGroup.us) for additional resources on this topic.

### Interactive Practice

Two groups:

- New Friends
- Old Friends

### FUN!

Allan and Peter have been having fun together for a long time. Let's keep that going!

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## "Facilities Planning and Secondary Master Scheduling"



### 1 What & Why

Master Scheduling organizes people, programs, AND facilities.

### 2 Know How

Ongoing communication + long-term planning = success

### 3 Determine Direction

Balancing maintenance with large-scale projects

### 4 Remain Engaged

Ed Services & Business Services must work at a team

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## Our Experience & What We Learned

### 1. Facilities Are Critical



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## Our Experience & What We Learned

1. Facilities Are Critical



2. Communication Matters



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## Our Experience & What We Learned

1. Facilities Are Critical



3. Planning Ahead Avoids Problems



2. Communication Matters



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## Our Experience & What We Learned

1. Facilities Are Critical



3. Planning Ahead Avoids Problems



2. Communication Matters



4. Politics Can Be Leveraged for Good



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## Who's With Us Today?

Find a Partner and Introduce Yourself:

1. Your name and role
2. Why did you choose this session?
3. Goals for future application?
4. Finally...any tips for fun in Palm Springs!



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## PART TWO: Master Scheduling 101

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## What is Master Scheduling?



A Detailed Plan about  
WHAT is being taught  
WHEN and WHERE.



A system to organize WHO  
works WHEN and WHERE.

**A GOOD Master Schedule aligns all of this with  
current and future resources**



A Promise that graduation  
requirements & elective  
courses are available.



A long-term process that  
involves advance planning,  
negotiation, & agreement.

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## Master Scheduling is...

*A Detailed Plan about WHAT is being taught WHEN and WHERE.*



**WHAT** = Courses, Activities, Parent Engagement, Childcare, Special Events

**WHEN** =

- Traditional Schedules (same courses, every day, 5 days per week)
- Block Schedules (some courses on Mon./Wed., others on Tues/Thu.)
- After Hours and Weekends

**WHERE** =

- Standard & Specialty Classrooms, Buildings/Wings, Indoor/Outdoor
- Performance Spaces, Physical Education, Culinary Arts, FF&E
- Parking, Pedestrian Traffic, Access, Security

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## Master Scheduling is...

*A Promise that graduation requirements & elective courses are available.*



**Key Idea #1: Graduation Requirements Vary:**

- 1) Minimum CA State
- 2) Local Expectations
- 3) CSU/UC

**Key Idea #2: Requirements are non-negotiable:**

Math, Science (+ two lab), History/Social Studies, English, World Language, Electives, Career Tech Education

**Key Idea #3: Scheduling and Facilities Matter**

EXPAND access or INHIBIT access?

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## Master Scheduling is...

*A system to organize WHO works WHEN and WHERE.*



- Formal Labor Agreement MAY contain language about access to facilities.
- Facilities are needed for more than coursework:
  - counseling, administration, parent involvement, healthcare, clubs, outside agencies, community services
- Scheduling school courses and activities affects scheduling maintenance and special projects

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## Master Scheduling is...

*A long-term process that involves advance planning, negotiation, & agreement.*



- Graduation requirements and interest in elective options drive course development.
- Current courses are modified and New courses are introduced.
- Curriculum Councils and School Boards review and approve courses.

### Takeaways for Facilities:

- When new or modernized facilities are planned, explicit planning around course creation or course modification should be integrated.
- When courses are in the design phase, consideration for facilities should be included.
- When courses are in the approval phase, details about facilities should be provided.

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## Facility Type and Location is Critical

- **Physical Education:** Lockers, Track & Fields, MPR/Gymnasium, Weightroom, Wrestling, Storage
- **Traditional Academics:** Light, Air Quality, Furniture, Windows, Storage, Teaching Wall, Flexibility
- **Science:** Laboratories with Gas, Water, Light, Countertops, Vent Hoods, Display Cases, Lecture rooms
- **Visual & Performing Arts:** Sinks, Furniture, Equipment, Theaters, Stages, Kilns, Electricity
- **Career Tech Ed:** Culinary Arts, Photography, Pre-Med/Dentistry, Industrial Arts
- **Prep:** Teachers' access to space without students
- **Location:** 2nd floor, access to Kindergarten playground, proximity to key facilities (PE, Science, VAPA, CTE, workroom)

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## PART THREE: RESEARCH ON WHY FACILITIES MATTER

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## THREE REASONS WHY Research Matters

### Professional Capacity

Challenge Stereotypes  
about Intelligence

#### Credibility

Research carries  
believable evidence



#### Mission Alignment

Research as a form  
of Learning

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### “The Walls Speak” Research Shows That Facilities Matter



#### Uline & Tschannen-Moran, 2008

Air Temp &  
Quality, Lighting,  
Acoustics,  
Maintenance &  
Design all impact  
School Climate  
and Student  
Achievement

#### Uline, Tschannen-Moran, & Wolsey, 2009

When spaces are  
flexible in design  
and Staff and  
Students can  
modify their spaces,  
occupants build  
positive attitudes  
about their facilities.

#### Uline, Wolsey, Tschannen-Moran, et al., 2010

Issues of Equity  
and Inequity are  
very important.  
Students, Staff,  
and Community  
recognize their  
haves and  
have-nots.

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## PART FOUR: PRACTICAL STRATEGIES

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**Tips for getting in the door:**



- Know **WHO** is in charge: Usually, the Principal in conjunction with Counselors and/or a school committee
- Know **WHEN** it's a good time: Depending on your goals, but maybe avoid late spring.
- Know **WHAT** to bring: Site Maps, Floor Plans, and an Open Mind.

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**Tips for being prepared:**

1. **Use Data: Be Realistic:** Demonstrate available funding
2. **Leverage positive politics:** asking for input and delivering a plan
3. **Leverage positive management:** setting realistic goals, allocating resources, documenting follow-ups and completion rates



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**PART FIVE:  
PRACTICE AND  
APPLICATION**

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## Two Practice Steps

1. Review the sample master schedule
  - a. Master Schedule Board
  - b. Room use
2. Review the sample questions to ask for short- and long-term planning

"How can I lead my department to support the high school master scheduling process so that students have access to coursework?"



Handouts 1-3

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**Thank you!**

Questions? Want more advice?

We're here at the conference this week to help.  
Check out our resources at [trigroup.us](http://trigroup.us)

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