



2026 – 2027 MASTER SCHEDULING

Westlake High School

A Brief Overview & Roadmap

AGENDA

- ▶ Course scheduling timeline
 - ▶ Scheduling meetings with counselors
 - ▶ Course sequencing & long-term academic planning
 - ▶ Understanding course rigor vs. balance
 - ▶ The course appeals process
 - ▶ Important scheduling deadlines
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THE SCHEDULING TIMELINE – THE PROCESS BEGINS

▶ **October - November**

- ▶ Teachers and departments are provided with the opportunity to review the current course catalog and can provide feedback on current courses as well as propose new course for the following school year.

▶ **November - January**

- ▶ Building Administration and District Administration in conjunction with Department Lead Teachers and School Counselors discuss course offerings and make final recommendations/decisions regarding what courses to include/exclude.
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JANUARY

- ▶ Teachers begin having conversations with students regarding course recommendations for the following school year.
- ▶ Teachers enter course recommendation into e-School for each student on their roster. This does not include elective courses or special education placements.
 - ▶ All special education student's annual reviews are taking place to determine appropriate program placement.
 - ▶ The results of each individual meeting will impact scheduling depending on the programmatic placement of the student.
 - ▶ Psychologists, Guidance and the Special Education Department will work hand in hand to ensure students course recommendations/courses are correctly entered in e-School.

Course scheduling meetings begin for rising seniors

Course scheduling meetings begin for rising sophomores



Wed. 4 Feb.

Thu. 12 Feb.

Fri. 27 Feb.

Mon. 9 Mar.

Course scheduling meetings begin for rising juniors

Course scheduling meetings begin for rising freshmen.

FEBRUARY & MARCH

WHAT HAPPENS AT THE SCHEDULING MEETING?

- ▶ Recommended courses are reviewed
 - ▶ Elective courses are selected
 - ▶ Course alignment with college & career goals
 - ▶ Appropriate balance of rigor
 - ▶ Meeting the minimum credit requirement
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IMPORTANCE OF COURSE & SCHEDULE RIGOR

- ▶ Prepares students for the academic expectations of college, career training, or competitive programs
- ▶ Builds critical thinking, problem-solving, and analytical skills
- ▶ Encourages strong study habits, time management, and perseverance
- ▶ Allows students to explore interests at a deeper, more challenging level
- ▶ Demonstrates academic readiness and motivation to colleges and scholarship committees
- ▶ Helps students identify strengths and areas for growth before graduation



IMPORTANCE OF COURSE & SCHEDULE BALANCE

- ▶ Supports student well-being, mental health, and overall engagement in school
- ▶ Allows time for extracurricular activities, athletics, arts, employment, and family commitments
- ▶ Reduces burnout and stress that can negatively impact learning and performance
- ▶ Promotes consistent effort and stronger performance across all classes
- ▶ Encourages healthy sleep habits and personal growth outside the classroom
- ▶ Recognizes that success looks different for every student and may change year to year



WHY RIGOR & BALANCE MATTERS

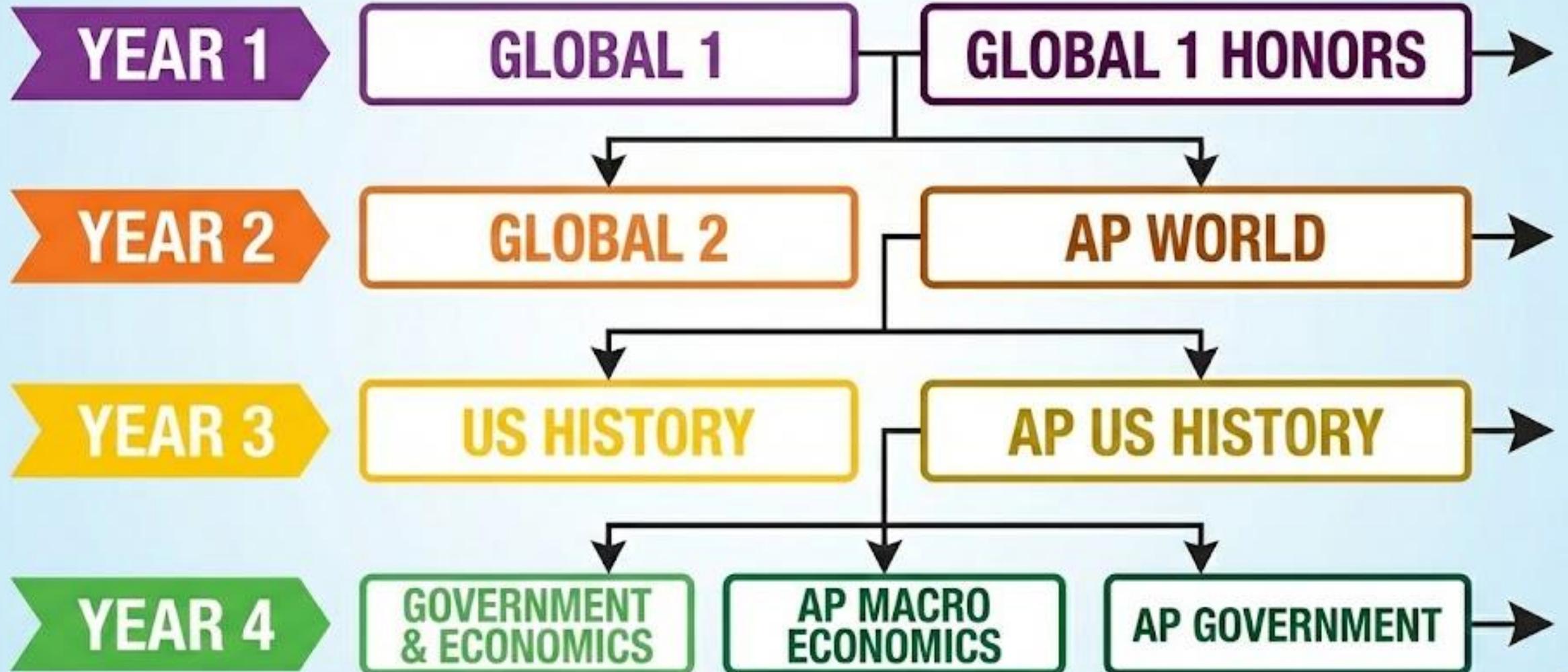
- ▶ A balanced schedule helps students succeed and perform well, rather than simply loading up on the most challenging courses
- ▶ Students learn more deeply when they are appropriately challenged and supported
- ▶ Sustainable academic growth is more valuable than short-term overextension
- ▶ The “right” schedule aligns with a student’s goals, interests, learning style, and readiness
- ▶ Thoughtful planning leads to confidence, resilience, and long-term success

- ▶ Builds skills and knowledge progressively, with each course preparing students for the next level
- ▶ Ensures students have the foundational concepts needed for success in advanced courses
- ▶ Reduces academic gaps that can create frustration or difficulty later on
- ▶ Supports confidence as students move into more challenging coursework
- ▶ Helps teachers tailor instruction when students enter courses with shared prerequisite knowledge
- ▶ Prevents the need to “catch up” or overload schedules in later years

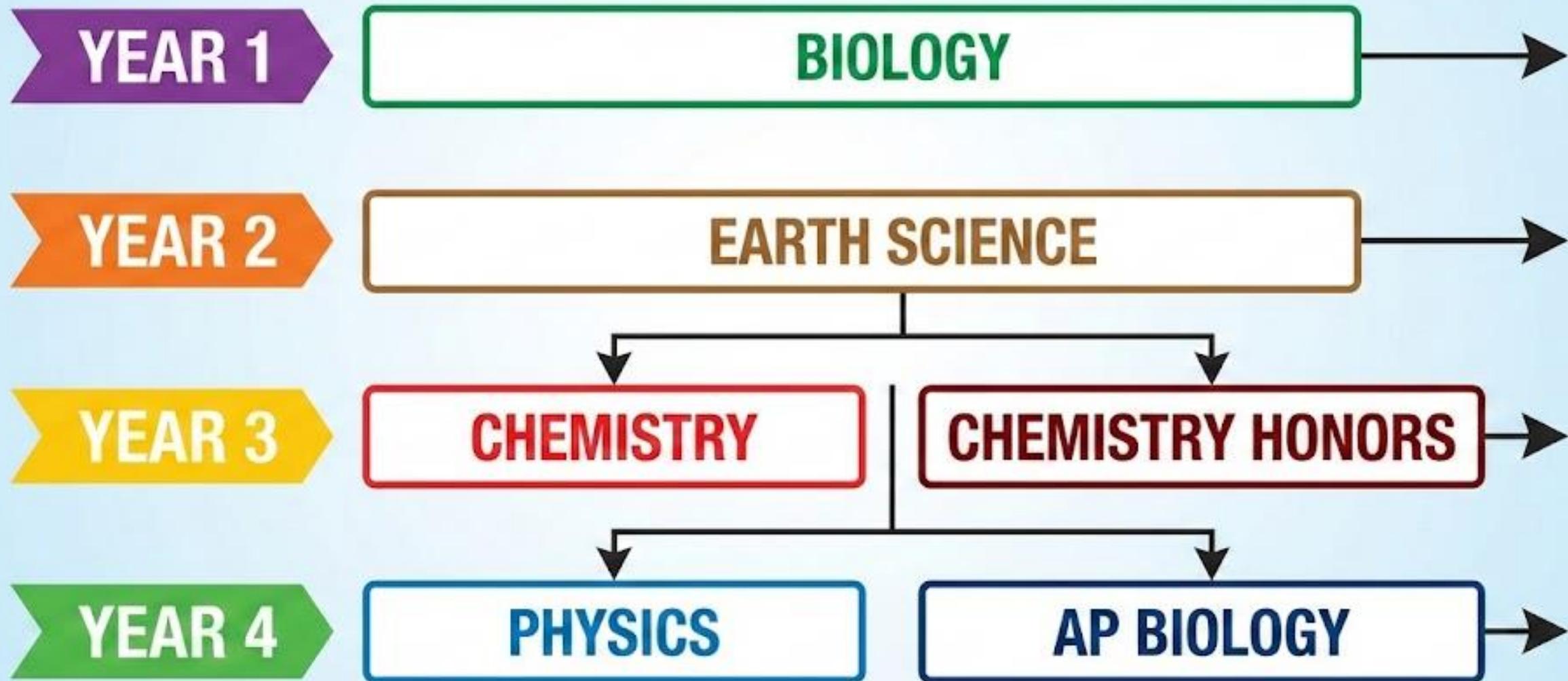
IMPORTANCE OF COURSE SEQUENCING



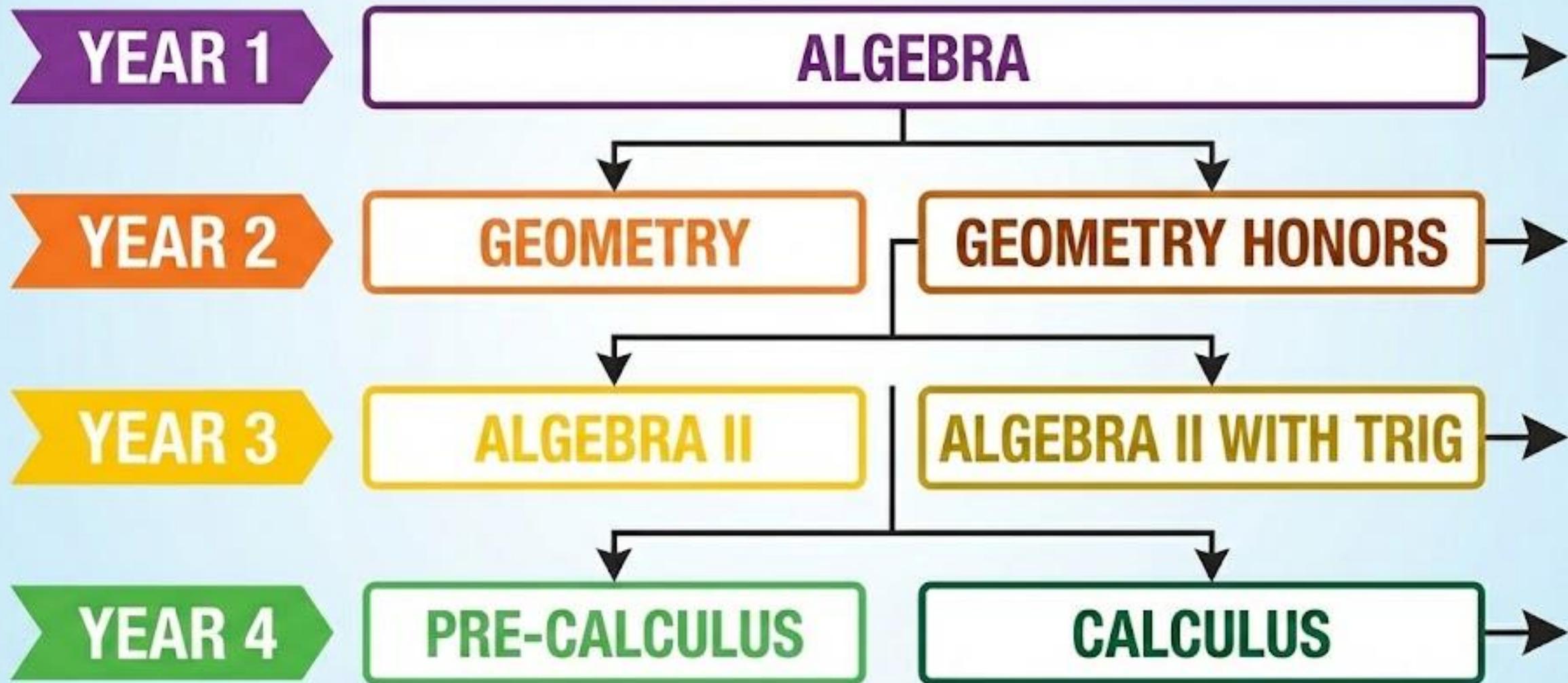
HIGH SCHOOL SOCIAL STUDIES COURSE SEQUENCE



HIGH SCHOOL SCIENCE COURSE SEQUENCE



HIGH SCHOOL MATH COURSE SEQUENCE



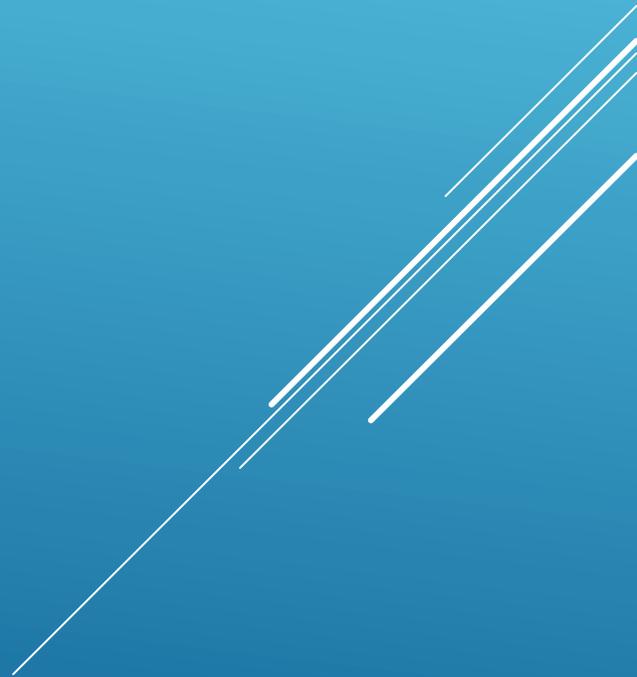
IMPORTANCE OF LONG-TERM ACADEMIC PLANNING

- ▶ Helps students align coursework with future goals, interests, and post-secondary plans
- ▶ Allows flexibility to explore electives, advanced courses, or dual enrollment opportunities
- ▶ Prevents last-minute scheduling challenges that may limit options senior year
- ▶ Supports thoughtful decision-making rather than reactive course changes
- ▶ Encourages students to reflect on growth and adjust plans as interests evolve
- ▶ Ensures graduation requirements are met in a manageable and intentional way

WHY SEQUENCING + LONG-TERM PLANNING MATTER

- ▶ Thoughtful planning creates smoother academic transitions year to year
- ▶ Students are more successful when courses build logically over time
- ▶ Long-term planning provides structure while still allowing for flexibility
- ▶ Early planning expands, not limits, future options
- ▶ A well-sequenced plan supports both academic confidence and sustained engagement

THE COURSE APPEALS PROCESS



The course appeals process involves three possible stages. If the appeal is granted subsequent stages are not needed:

1. Teacher appeal - the student would engage in conversation with the recommending teacher to plead their case.
2. Department Faculty Leader appeal - the student would meet with the teacher and faculty leader to again plead their case and hopefully hear from multiple voices about the rationale behind the recommendation.
3. WHS Administration appeal - the student and family would meet with myself, the school counselor, and Mr. Sharpe.

As soon as an appeal is triggered, a signed parental consent form would be sent home as notification and require parent approval prior to moving to step one.

The appeal process must be initiated no later than the official start date of the 4th Quarter.

Counselors will facilitate the appeals process start to finish



SCHEDULING DEADLINES & IMPORTANT REMINDERS

- ▶ All course appeals must be initiated by **April 10th**
- ▶ All schedule/courses requested are finalized by **May 1st**
 - ▶ This will allow us to have accurate section counts & teacher assignments
- ▶ Please note that we are unable to consider schedule change requests based on teacher preference or friend group placement. Schedules are developed thoughtfully to ensure appropriate course balance and learning opportunities for every student.



WHY?

- ▶ Once the schedule is built, every class period, teacher, and room assignment relies on the others to stay balanced. If you pull one card out (change a student's request or move a class) after the lock date, the whole structure can collapse, causing:
- ▶ **Overcrowding:** Moving one student might tip a class over the legal safety limit.
- ▶ **Staffing Issues:** Teachers are hired and assigned based on the final numbers. Changing requests later means paying for teachers you don't need or needing teachers you don't have.
- ▶ **Equity:** "Unlocking" for one person usually forces an involuntary schedule change for an innocent bystander to make the math work.



- ▶ If you have any questions related to the scheduling process, the appeals process, or student placement, please do not hesitate to reach out to your child's school counselor.
- ▶ Q & A
- ▶ Thank You