



STUDENT/PARENT TIMETABLE FOR SCHEDULING 2012-2013

December 12, 2011	Advanced Placement course applications available online. (Information previously emailed and announced to rising Grades 11 and 12.)
January 6, 2012	AP applications due to Academic Office by end of the school day. (Rising Grades 11 and 12 only.)
January 9	2012-2013 <i>Student/Parent Timetable</i> distributed in homeroom and emailed to parents.
January 13	Signed 2012-2013 <i>Student/Parent Timetable</i> due in homeroom.
Week of January 23	<i>Shamrock Studies</i> course catalog available on school website under Academics>Scheduling 2012-13. <i>Online Course Registration Form</i> distributed in homerooms. Course Selection Assemblies at X Period for rising grades 10 through 12. <ul style="list-style-type: none">• 1/24: Rising Grade 12 student assembly• 1/25: Rising Grade 11 student assembly• 1/26: Rising Grade 10 student assembly
January 26	Parent information meeting regarding online course registration process at 6:30 PM in the Auditorium. Vice Principal of Academics and Director of Guidance will be present.
January 27	<i>Edline</i> course request module is open for student/parent registration. Deadline for informing students of AP course application status.
February 6	<i>Edline</i> course request module is closed to student/parent registration, 8 AM. Signed <i>Online Course Registration Form</i> due to Guidance Counselors.
March 2	Half Day of Classes: Department leveling discussions take place in afternoon. Guidance/Admin leveling meetings take place within next two weeks.
Week of March 12	<i>Course Assignment Form</i> distributed to students/parents. Petitions to request a review of courses and/or levels must be submitted using the "Petition for Course Change" form available on the school website.
March 19	Signed <i>Course Assignment Form</i> and "Petition for Course Change" form due to the Main Office. Petitions reviewed and responses mailed by 3/30.
Week of May 7	Students/parents notified of any scheduling conflicts.
May 21	Deadline to resolve all schedule conflicts.
June 11	Rising grade 10-12 schedules distributed in homeroom on last day of classes.
June 15	<u>TENTATIVE (after final exams are completed)</u> – Book swap in Cafeteria.

PLEASE SIGN AND RETURN THIS FORM TO YOUR HOMEROOM TEACHER BY JANUARY 13, 2012.

Failure to return this form by the deadline will result in disciplinary referral.

(A copy of this timeline is available on the school website for your reference during the scheduling process.)

I have read the Student/Parent Timetable for Scheduling 2012-2013.

Student Name (print): _____ Homeroom: _____

Student Signature: _____

Parent Signature: _____

The Scheduling Process

The scheduling process is designed to give each student the opportunity to participate in the decision making process with regard to their four-year academic program. During the process, students are encouraged to engage in conversation with parents, Guidance Counselors, teachers, and Department Chairs with the goal of designing a challenging, college-preparatory program of study that fits their interests and abilities. Parents are also ***strongly*** encouraged to discuss course selections with their student's Guidance Counselor in order to gain greater perspective on how those selections fit into, and impact, the four-year course of study. Bishop Feehan's philosophy is to place all students on the highest level at which they will be sufficiently challenged yet can achieve academic success. We are confident that the scheduling process will ensure that the best possible schedule is created for each student.

The process of scheduling is broken down into four areas: registration, recommendation, approval, and building. Students and parents must clearly understand their responsibilities and associated deadlines within this process.

Online Course Registration: Students are informed of program offerings during course selection assemblies and meet with their Guidance Counselors to discuss their program of study. A similar meeting detailing the online course registration process is provided for parents. Detailed information about the academic offerings is listed within the *Shamrock Studies* course catalog, which is posted on the school website. Students and parents complete the "*Course Selection Worksheet*" and use the worksheet to request courses using *Edline*. Detailed instructions for using the *Edline* course request module are also posted on the school website. Students return a signed "*Course Selection Worksheet*" to their Guidance Counselor by the deadline. Students enrolling in AP courses must attach a copy of an approved AP course application for any requested AP course.

Course and Level Recommendations: Teachers, Department Chairs, Guidance Counselors, and administrators attend a series of meetings to review students' course requests and make their own recommendations for course and level placement in *Edline*. Discussions include the review of all materials and data pertaining to students' past and current academic performance, graduation requirements, and the ability of the student to handle the requested course load. Course and level recommendations are forwarded to the scheduling database.

Schedule Approval/Review: Course and level assignments are distributed to students and parents for final review and approval via the "*Course Assignment Form*." Students and parents sign the "*Course Assignment Form*" and return it to school. Parents and students may petition for further review of a course or level by completing a "*Petition for Schedule Change*" form. Petitions will be reviewed by Department Chairs, Guidance Counselors, and administrators. Parents will receive a written response indicating approval or denial of the petition. After all petitions are reviewed, courses with low enrollment are canceled and students in those courses are asked to make alternate course choices.

Schedule Building: Once all course assignments are finalized, Department Chairs and administrators divide courses into sections based on enrollment numbers. Students are assigned to sections, and sections are assigned to periods. This process is repeated until the least amount of scheduling conflicts occur. Students and parents are informed of any scheduling conflicts and are asked to make alternate course choices. Schedules are finalized and distributed to students prior to final exams. *Please note:* Teacher course assignments are finalized during the summer months, after schedules are distributed to students. Given that teaching assignments are affected by enrollment in each section, requests for changes after the June distribution cannot be entertained.