

# *Scheduling Guide*



*Academic Year*

**2025-2026**



**Presentation**  
HIGH SCHOOL



NOT WORDS BUT DEEDS



# *Table of Contents*

## *I. Mission & Vision*

Mission Statement  
Graduation Outcomes  
Diversity, Equity & Inclusion

## *II. Scheduling Philosophy & Process*

Scheduling Philosophy  
Scheduling in Powerschool  
Schedule Change Process  
Important Dates: 2025

## *III. Guiding the Whole Student*

Guidance from College Counseling  
Guidance from Student Activities  
Guidance from Athletics  
Guidance from Student Wellness

## *IV. Recommended Cap for Honors/AP Courses*

## *V. Graduation Requirements*

## *VI. Curriculum Guide*

## *VII. Appendix*





## *Mission Statement*

*Presentation High School is an inclusive Catholic, college preparatory school community serving young women.*

Our transformative education, rooted in faith, justice, compassion and love, inspires students to bring positive change to the world.

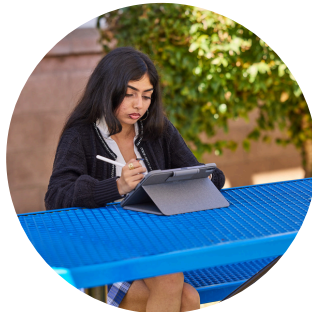
---

## *Graduation Outcomes*

*Guided by our school motto, “Not Words, But Deeds,” Presentation Graduates are:*



*Women of Faith*



*Women of Intellect*



*Dedicated to Working with Others*



*Committed to Personal Growth*

---

## *Diversity, Equity and Inclusion*

As an all-girls Catholic high school founded on the principles and values of foundress, Nano Nagle and the Sisters of the Presentation of the Blessed Virgin Mary:

- We believe that all persons have inherent dignity and are made in the image and likeness of God.
- We are committed to an inclusive community which promotes respect, loving dialogue, equity, empathy, humility, courage, understanding, and societal awareness, both locally and globally.
- We believe that diversity is a blessing that refers to the myriad of personal experiences, values, perspectives, talents, and worldviews that arise from differences in culture and circumstance.
- We are committed to creating a diverse learning environment where each student may reflect on their own identity, experiences, talents, and abilities to lead and serve others in a way that is rooted in radical faith, compassion, justice and love.

All members of the Presentation community are responsible for advancing an understanding of and a respect for diversity as it includes, but is not limited to: ability, age, belief, ethnicity, family structure, gender, gender identity, learning style, race, religion, sexual orientation, and socioeconomic status.



# *Scheduling Process*

Students are scheduled in the following priority order: Pre-registration eligible PAC students, current juniors, current sophomores, current freshman. Once elective classes are full, students are placed in alternates or available courses.

---

## *Scheduling Philosophy*

*At Presentation we prepare students for college and beyond through Catholic education.*

The scheduling process reflects our commitment to teach the whole student and to empower our students to thrive in all aspects of their lives. In partnership with the family, counselors and teachers advise students in an effort to guide them down the educational pathway that is most appropriate for their development and growth. We encourage students to choose classes that best align with their strengths and interests and complement their extracurricular pursuits.



In order to maintain class level scheduling priority, students must turn-in all scheduling documents on time. Students who miss deadlines will be scheduled with a lower priority group.





## Scheduling in PowerSchool

- Students must submit schedule requests electronically through the Powerschool Scheduling Portal: <https://presentationhs.powerschool.com/public/>
- Students should read all directions provided in Powerschool very carefully.
- Students should select alternates according to the instructions in Powerschool. Additional resources are available in Schoology (Class Level Page > Resources > Course Selection 2025/2026).
- Students may only register for classes for which they meet the prerequisite.
- If a student selects a fall or spring free period, priority will be given to assigning the free period that semester. If a student would rather prioritize elective choice, the student should select the flexible free period option.



## Schedule Change Process

At Presentation *we prioritize the interests and needs of students during the scheduling process*. In January we ask students which classes they wish to take and we then build our master schedule to support those requests. In March we allow students to request rigor changes in response to current grades.

In May, students receive their schedules. Students always get the classes they need and we make every effort to give a student their first choice electives. However, in order to offer a diverse set of electives, balance class size, and resolve scheduling conflicts, sometimes students are placed in an available course.

*Because of the thoughtful and careful guidance we provide during the scheduling process*, we ask students to commit to their schedules. *Schedule changes should be the exception, not the rule*. Our schedule change process is designed to accommodate the flexibility that some students need, while maintaining the integrity of the scheduling process and classroom environment for all students.

### Schedule Change Policies

- All schedule change requests should be initiated by the student.
- We cannot accommodate schedule change requests based on preference for teacher or period of the day.

### Schedule Change Process

- Schedule changes often require students to make choices between scheduling options. Because of this, all schedule change requests must be made in person by the student during the allotted time frame.
- Student will receive additional instructions when they receive their schedules in June.





## *Important Dates: 2025*

### *January 14, 16 and 21: Advisory Days*

Students will attend multiple information sessions to help guide them in making their course selections. Students will also have the opportunity to consult with teachers before submitting their course requests in PowerSchool. During this time students should give careful consideration to their selections. *Schedule change requests should be the exception, not the rule.*

### *February*

Counselors will be meeting 1:1 with each of their assigned students to review their course selections. During the meeting, they will also review the student's graduation status and progress towards college admissions requirements. They will also be checking for completion of prerequisites (if applicable) and overall rigor. Students will receive a print out of their finalized course selections for the upcoming school year.

### *March 24–28*

**Rigor Changes:** Students may ask to adjust the rigor of a course request in anticipation of third quarter grades (e.g. A student requests a change from Honors Chemistry to Chemistry after experiencing a decline in their current science grade).

### *Early June*

The Scheduling Coordinator will notify all returning students that schedules are available and will provide students instructions for how to request a schedule change, if necessary.

### *July 28–29\**

Schedule change requests for rising 11th & 12th Grade students.

### *July 31 - August 1*

Schedule change requests for rising 10th, incoming 9th, and transfer students.

### *Friday, January 24*

Students must complete the following steps to complete the course selection process for the 2025-2026 school year:

1. Submit course requests in PowerSchool.
2. Submit the Graduation/A-G Eligibility Tracking Sheet in Schoology. (See Schoology Resources.)
3. Submit the Time Management Worksheet in Schoology. (See appendix.)
4. Submit the Scheduling Guide Signature Page (signed by a parent/guardian) in Schoology. (See appendix.)

**In order to maintain PAC or class-level scheduling priority students must complete all requirements on time and in the proper format.**





# *Guiding the Whole Student*

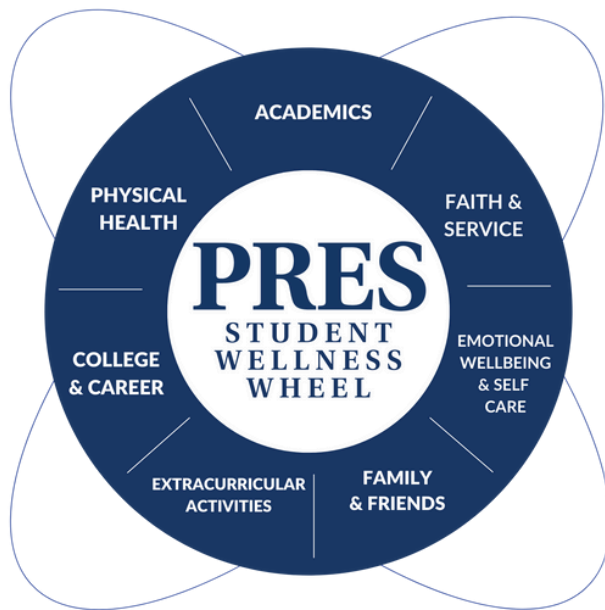
*For I know well the plans I have in mind for you- says the Lord—  
plans for your welfare and not for woe, so as to give you a future of  
hope. When you look for me, you will find me.”*

*Jeremiah 29:11, 13*



## *Guiding the Whole Student*

As educators, we cannot ignore our responsibility to support the whole student. And the courses a student takes is just one piece of their educational experience at Presentation High School.



Each dimension of the Student Wellness Wheel is interconnected and interdependent. Wellness is a process, and we counsel students throughout their individual journey of self-awareness. We remind our students to strive for balance in all areas of their life and to make choices that will help lead to their optimal wellness.

When deciding which courses to take, students are again reminded of the many roles and responsibilities that they carry when they complete the Time Management Worksheet (see the Appendix). Students should:

- Create a schedule that is balanced and allocates enough time everyday for the important things in their life. This includes classes, clubs, sports, extracurriculars, jobs, special events, time with family and friends, and most importantly time for yourself.
- Keep in mind that your schedule should not come at the expense of your self-care. Having enough time each day to maintain the basic foundation of self-care (food, water, exercise, sleep) must be a priority for your mental health.
- Explore all of their options and consult with teachers, department chairs and counselors. Choose courses and extracurriculars that are based on your own interests and aspirations. The courses that one student chooses are not necessarily the best option for you.
- Do not base your course selections on what you think colleges may like.

We firmly believe that developing these healthy habits now will allow you to thrive and sustain them throughout college and beyond.



## *Guidance from College Counseling*

- If your schedule allows it, **take a study period during fall semester senior year** so you will have time to work on college applications.
- Most **four-year colleges** take into account courses and grades from 9-12th grade in their holistic application review.
- **CSU and UC campuses** take into account courses and grades from 10-11th grade in their GPA calculation.
- Colleges evaluate both weighted and unweighted GPA calculations.
- Students are strongly advised to remediate if they earn a D/F grade in any of the UC/CSU approved courses listed in the **Appendix**.

---

***Course selection should be about challenging yourself, finding balance and pursuing your academic interests.***

---



## *Guidance from Student Activities*

---

***“It’s not the number of co-curricular activities you’re involved in, but rather the quality of your involvement that’s important. Choose to be active in co-curricular activities that interest and excite you, but don’t overcommit. You want to have enough time in your schedule to make your co-curricular involvement meaningful.”***

***Suzanne Colvin,  
Leadership Director***

---



- See the **Appendix** for more information on the time commitment associated with various student activities.



## Guidance from College Athletics

- On average, students commit **10-15 hours per week** to their team and training. See the **Appendix**, or contact the Athletic Director for more specific questions regarding the time commitment of your sport.
- If your schedule allows it, **take a study period during your athletic season.**



To help ensure success, student athletes should:

- Create a schedule for homework, extracurriculars, rest and free time.
- Practice time management skills to balance your schedule.
- Follow nutrition guidelines to keep yourself healthy.
- Reach out to your community to help keep your goals.



“Committing yourself to an athletic team is a great way to learn and grow. It’s expected that you make all team practices and contests, and from that experience you will develop as a student-athlete, leader, and make lifelong friendships.”

**Mike West,**  
**Athletic Director**





# *Recommended Cap for Honors/AP Courses*

Students should self-limit and be mindful when selecting to take an Honors/AP course. They should select Honors/AP courses in subject areas that genuinely interest them and where they have strong foundational knowledge.



## Recommended Cap for Honors/AP Courses

- Nationwide, colleges and universities have also adapted their admissions policies. Our college counselors diligently study admission trends and network with admission officers year-round to ensure that our curricular decisions are current.
- 
- Honors/AP courses are optional - they are not required by any college or university. While success in an Honors/AP course may add to a student’s college application, taking too many can often be detrimental.
- Many colleges restrict how many Honors/AP courses they give a GPA “bump” to when scoring a student’s application.
- The UC’s only grant GPA “bumps” for four semesters in 10th grade and four semesters in 11th grade. GPA “bumps” are not granted for any 12th grade coursework. So, regardless of how many Honors/AP courses a student completes in high school, the UC’s will grant the student a maximum of eight GPA “bumps when reviewing their application. You can find more information on [how the UC’s calculate GPA](#) and complete their holistic review process on their website.
- The CSU’s have a similar policy. The only difference is that they will grant GPA “bumps” for 12th grade coursework. But, the maximum is still eight semesters. You can find more information about their admission process on [the CSU website](#).
- Each college recalculates a student’s GPA based on their rules and requirements. At Presentation, we grant GPA “bumps” for all Honors/AP classes. So, your PRES GPA will likely be significantly higher than what will be once recalculated by your selected colleges.
- 
- Colleges have also become selective as to whether or not they will grant early college credit for passing AP exam scores. By restricting the number of college credits they award for passing AP exam scores, colleges are able to ensure that students are prepared according to their own educational standards (as well as ensuring their enrollment and tuition targets).

<i>Grade Level</i>	<i>Recommended Cap</i>
<i>Freshmen</i>	2
<i>Sophomores</i>	3
<i>Juniors &amp; Seniors</i>	4 (only if the student also has a Free Period)

We also share this recommended cap to colleges through our school profile. Each year, the college counselors compile data on the previous year’s graduating class as well as significant information about the context of our school.



# *Graduation Requirements*

Visit the website to view Presentation's graduation requirements:  
[www.presentationhs.org/academics/graduation-requirements](http://www.presentationhs.org/academics/graduation-requirements)



## Presentation High School Graduation Requirements

Each year, students will build a unique and balanced schedule in partnership with their counselor. Students are encouraged to take challenging courses that are appropriate for their level and align with their academic interests. The college counselors encourage students to take challenging courses (Honors and AP courses) that are appropriate for their level and align with their academic interests.

Subject	Presentation HS Grad Requirements	UC/CSU A-G Min Requirements	4-Year College/ University Suggested Requirements
<b>English</b>	4 years	(B) 4 years	4 years
<b>Mathematics</b>	3 years	(C) 3 years	3-4 years
<b>Science</b>	3 years	(D) 2 years	3-4 years
<b>Social Science</b>	3.5 years	(A) 2 years	3-4 years
<b>Modern Language</b>	2 years of the same language	(E) 2 years of same language	2-3 years recommended; 3-4 years per student interest
<b>Visual &amp; Performing Arts</b>	1.5 years; year in a single discipline (I/II)	(F) 1 year (2 semesters) in a single discipline	1-2 years per student interest
<b>Religious Studies</b>	7 semesters	No requirement	No requirement
<b>College Preparatory Electives</b>	Students exceed the (G) requirement by taking religious studies and other requirements	(G) 1 year (2 semesters), in addition to those required in "A-F" above	Take additional electives per student interest
<b>Physical Education</b>	1 year	No requirement	No requirement



# *Curriculum Guide*

Please see the Course Catalog for complete descriptions, at  
[www.presentationhs.org/academics/scheduling](http://www.presentationhs.org/academics/scheduling)

Students must enroll in at least SIX academic classes  
per semester.

★ **Prerequisites** are set by academic departments to help students, families, and counselors select courses that are most appropriate for the student's academic development and growth. Prerequisites demonstrate that a student, based on past academic success, is prepared to enroll in and pass (with a C- grade or higher) a course that builds on prior knowledge or skills, while dedicating the average expected amount of time and effort to the course. ★



## English | 8 semesters required

- PHS requires enrollment in English every semester

Grade Level	Current English Class	Next English Class Options
<b>Current Freshman</b>	<ul style="list-style-type: none"> <li>• English 9A and 9B <b>or</b></li> <li>• Honors English 9A and 9B               <ul style="list-style-type: none"> <li>◦ <i>The Quest for Identity</i></li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• English 10A and 10B <b>or</b></li> <li>• Honors English 10A and 10B               <ul style="list-style-type: none"> <li>◦ <i>B in each semester of Honors English 9 or B+ or better in each semester of English 9</i></li> </ul> </li> </ul>
<b>Current Sophomores</b>	<ul style="list-style-type: none"> <li>• English 10A and 10B <b>or</b></li> <li>• Honors English 10A and 10B               <ul style="list-style-type: none"> <li>◦ <i>A Band of Rebels</i></li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• English 11A and 11B <b>or</b></li> <li>• AP English Literature               <ul style="list-style-type: none"> <li>◦ <i>B+ unweighted English GPA, B or better in each semester of Honors English</i></li> </ul> </li> </ul>
<b>Current Juniors</b>	<ul style="list-style-type: none"> <li>• English 11A and 11B <b>or</b> <ul style="list-style-type: none"> <li>◦ <i>The American Dream and British Limits</i></li> </ul> </li> <li>• AP English Literature</li> </ul>	<p><i>Two Semesters Required</i></p> <ul style="list-style-type: none"> <li>• Honors English 3 and 4               <ul style="list-style-type: none"> <li>◦ <i>The Western Canon and World Literature-Going Beyond AP</i></li> <li>◦ <i>B+ unweighted English GPA, B or better in each semester of AP English Literature</i></li> </ul> </li> <li>• Electives (semester courses)               <ul style="list-style-type: none"> <li>◦ <i>British Literature: Monster Edition</i></li> <li>◦ <i>Death in Literature: The Paradox of Death</i></li> <li>◦ <i>Individual and Society: Fitting In and Standing Out</i></li> <li>◦ <i>Modern Playwrights: Humanity and Modernity</i></li> </ul> </li> </ul>

### *Additional English Option (Non-sequenced course)*

#### **Yearbook: Design, Journalism and Storytelling**

*College Prep: UC/CSU "b" College-Preparatory Elective (pending approval)*

*Note: Yearbook: Design, Journalism and Storytelling must be taken alongside the core English courses. It cannot replace or take the place of any of the required 8 semesters of English. All students must still be concurrently enrolled in a required 9th, 10th, 11th or 12th grade English course.*



# Math | 6 semesters required

All current students receive an individualized course recommendation from their math teacher prior to course selection. As part of the recommendation process, math teachers also reflect on the attributes necessary to succeed as they advance to more complex content. Thus, course recommendations are not based solely on grades but are used to help students/parents have open conversations between themselves, with their math teachers, and with their counselors as they decide what course is best for them.

<i>Current Math Class</i>	<i>Next Math Class Options</i>
<b>Algebra I</b>	<ul style="list-style-type: none"> <li>• Geometry                             <ul style="list-style-type: none"> <li>◦ D- in each semester of Algebra I</li> </ul> </li> <li>• Honors Geometry                             <ul style="list-style-type: none"> <li>◦ B+ in each semester of Algebra (Students currently enrolled in the Daily Algebra course are not eligible for Honors Geometry)</li> </ul> </li> <li>• Geometry (Summer Advancement)                             <ul style="list-style-type: none"> <li>◦ B+ in each semester of Algebra I</li> </ul> </li> </ul>
<b>Geometry</b>	<ul style="list-style-type: none"> <li>• Algebra II                             <ul style="list-style-type: none"> <li>◦ D- in each semester of Geometry (Geometry summer advancement student with B or better in each summer session)</li> </ul> </li> <li>• Honors Algebra II                             <ul style="list-style-type: none"> <li>◦ B+ unweighted math GPA and B+ in each semester of Geometry. (Geometry summer advancement student with A- or higher may advance to Honors Algebra II)</li> </ul> </li> </ul>
<b>Honors Geometry</b>	<ul style="list-style-type: none"> <li>• Honors Algebra II                             <ul style="list-style-type: none"> <li>◦ B+ unweighted math GPA and B in each semester of Honors Geometry</li> </ul> </li> <li>• Algebra II                             <ul style="list-style-type: none"> <li>◦ D- in each semester of Honors Geometry</li> </ul> </li> </ul>
<b>Algebra II</b>	<ul style="list-style-type: none"> <li>• Precalculus                             <ul style="list-style-type: none"> <li>◦ B- in each semester of Algebra II</li> </ul> </li> <li>• AP Precalculus                             <ul style="list-style-type: none"> <li>◦ A in each semester of Algebra II with teacher recommendation</li> </ul> </li> <li>• Statistics I                             <ul style="list-style-type: none"> <li>◦ D- in each semester of Algebra II; semester-long class</li> </ul> </li> <li>• Statistics II                             <ul style="list-style-type: none"> <li>◦ D- in Statistics I; semester-long class</li> <li>◦ The Statistics I/II path is for seniors only; juniors need counselor and math department chair approval</li> </ul> </li> <li>• AP Statistics                             <ul style="list-style-type: none"> <li>◦ B+ in each semester of Algebra II</li> </ul> </li> </ul>



# Math | 6 semesters required

Current Math Class	Next Math Class Options
Honors Algebra II	<ul style="list-style-type: none"> <li>• Precalculus               <ul style="list-style-type: none"> <li>◦ C in each semester of Honors Algebra II</li> </ul> </li> <li>• AP Precalculus               <ul style="list-style-type: none"> <li>◦ B- in each semester of Honors Algebra II</li> </ul> </li> <li>• AP Statistics               <ul style="list-style-type: none"> <li>◦ C+ in each semester of Honors Algebra II</li> </ul> </li> </ul>
Precalculus	<ul style="list-style-type: none"> <li>• AP Calculus AB               <ul style="list-style-type: none"> <li>◦ A in each semester of Precalculus with teacher recommendation</li> </ul> </li> <li>• AP Statistics</li> </ul>
AP Precalculus	<ul style="list-style-type: none"> <li>• AP Calculus AB               <ul style="list-style-type: none"> <li>◦ B-in each semester of Honors Precalculus</li> </ul> </li> <li>• AP Statistics</li> </ul>
AP Calculus AB	<ul style="list-style-type: none"> <li>• AP Calculus BC               <ul style="list-style-type: none"> <li>◦ B-in each semester of AP Calculus AB</li> </ul> </li> <li>• Honors Multivariable Calculus               <ul style="list-style-type: none"> <li>◦ B-in each semester of either AP Calculus AB</li> </ul> </li> <li>• AP Statistics</li> </ul>
AP Calculus BC	<ul style="list-style-type: none"> <li>• Honors Multivariable Calculus               <ul style="list-style-type: none"> <li>◦ B-in each semester of either AP Calculus BC</li> </ul> </li> <li>• AP Statistics</li> </ul>

### Additional Math Option (Non-sequenced course)

#### Intro to Computer Science

Grades 9–12

#### AP Computer Science A

Grades 10-12. B in each semester of Algebra II or C in each semester of Honors Algebra II. Can be used to fulfill the third year of UC/CSU A-G "C" Mathematics requirement.

#### Financial Math

Grades 11-12. C- or better in Geometry. Not recommended as the only Junior year math course or as a replacement to Algebra II unless recommended by your teacher



## Science | 6 semesters required

- One year of life science (e.g. Biology) and one year of physical science (e.g. Chemistry, Physics, Earth Science) is required.
- The Science Department recommends that students begin with Biology freshman year. However, some students choose to postpone Biology until sophomore year depending on the balance of their course schedule.

Year 1 (Freshman or Sophomore)	Year 2* (Sophomore or Junior)
<p><b>Biology I</b></p> <p><b>Honors Biology I</b></p> <ul style="list-style-type: none"> <li>• (Freshman only)</li> </ul>	<p><b>Chemistry</b></p> <ul style="list-style-type: none"> <li>• D- in each semester of Biology I or Honors Biology; completion of Geometry is recommended, but not required.</li> </ul> <p><b>Honors Chemistry</b></p> <ul style="list-style-type: none"> <li>• B+ unweighted Science GPA AND Math GPA; completion of Geometry is recommended, but not required.</li> </ul>
Years 3-4** (Junior and Senior)	
<p><b>Biotechnology and Bioethics</b></p> <ul style="list-style-type: none"> <li>• Completion of Biology I</li> </ul> <p><b>Earth Science</b></p> <ul style="list-style-type: none"> <li>• D- in each semester of Biology or Honors Biology</li> </ul> <p><b>AP Environmental Science</b></p> <ul style="list-style-type: none"> <li>• B+ unweighted Science GPA AND concurrent enrollment in, or completion of Chemistry or Honors Chemistry</li> </ul> <p><b>Engineering and Design</b></p> <ul style="list-style-type: none"> <li>• D- in each semester of Biology or Honors Biology</li> <li>• Must be able to work well in groups.</li> </ul> <p><b>Physics</b></p> <ul style="list-style-type: none"> <li>• C- unweighted Science GPA</li> </ul> <p><b>Honors Physics</b></p> <ul style="list-style-type: none"> <li>• B+ unweighted Science GPA AND Math GPA; Completion or concurrent enrollment in Algebra II recommended.</li> </ul> <p><b>AP Physics I</b></p> <ul style="list-style-type: none"> <li>• Concurrent enrollment in, or completion of Honors Precalculus AND B+ unweighted science GPA AND B+ unweighted math GPA</li> </ul>	<p><b>AP Biology</b></p> <ul style="list-style-type: none"> <li>• B+ unweighted Science GPA and B+ in each semester of Honors Biology/Honors Chemistry or A- in each semester of Biology/Chemistry; reading intensive course.</li> </ul> <p><b>AP Chemistry</b></p> <ul style="list-style-type: none"> <li>• B+ in each semester of Honors Chemistry or A in each semester of Chemistry; Passing grade in Algebra II.</li> <li>• Recommended for students who have completed Honors Chemistry. Students who have taken Chemistry should discuss this option with their science teacher before enrolling. We also recommend that students who have a gap year between Honors Chemistry/Chemistry and AP Chemistry take a summer chemistry course to refresh their knowledge.</li> </ul> <p><b>Anatomy and Physiology A</b></p> <ul style="list-style-type: none"> <li>• Concurrent enrollment in third year of science or taken as a fourth year of science</li> </ul> <p><b>Anatomy and Physiology B</b></p> <ul style="list-style-type: none"> <li>• Concurrent enrollment in third year of science or taken as a fourth year of science; D- in Anatomy and Physiology A</li> </ul>

### After-School Enrichment

#### Math & Science Independent Research

Credit/no credit course; Enrollment is during the initial scheduling process.

Seats are filled on a first come, first served basis.



# Modern Language | 4 semesters of the same language required

We encourage any student who speaks the language at home, or has studied one in school, to take the proficiency test in order to ensure proper placement. Students should only enroll in level 1 if they have little or no prior experience with the language.

## American Sign Language\*

### American Sign Language I

\*Presentation High School is committed to providing an engaging and high-quality ASL program for students. In the event that an in-person teacher cannot be secured, ASL instruction will be provided through ASL Virtual Academy.

### American Sign Language II

- Passing grade in each semester of ASL I or qualifying score on ASL proficiency exam

### American Sign Language III

- Passing grade in each semester of ASL II or equivalent language competency

## French

## Spanish

### French I

### Spanish I

### French II

- D- in each semester of French I

or

### Honors French II

- B+ in each semester of French I

### Spanish II

- D- in each semester of Spanish I

or

### Honors Spanish II Heritage Speakers

- Qualifying score on Spanish proficiency exam

### French III

- D- in each semester of French II or Honors French II

or

### Honors French III

- B+ in each semester of French II or B- in each semester of Honors French II

### Spanish III

- D- in each semester of Spanish II or Honors Spanish II

or

### Honors Spanish III Heritage Speakers

- B in each semester of Spanish 2 Honors Heritage

### French IV

- D- in each semester of French III or Honors French III

or

### AP French Language and Culture

- B+ in each semester of French III or B- in each semester of Honors French III

### Spanish IV: Conversation & Popular Culture

- D- in each semester of Spanish III or Honors Spanish III

and/or

### AP Spanish Language and Culture

- B+ in each semester of Spanish III or Spanish IV, or B- in each semester of Honors Spanish III; grades 11-12 only
- \*11-12th grade students may take AP Spanish Language and Culture instead of Spanish IV, or they may take Spanish IV, followed by AP Spanish Language and Culture. 10th grade students at this level must take Spanish IV.

### Honors French V

- B+ in each semester of French IV or B- in each semester of AP French Language and Culture

### AP Spanish Literature and Culture

- B- in each semester of AP Spanish Language and Culture



## Religious Studies | 7 semesters required

In order to help students understand and embody the Presentation charism and the vision of life found in the Gospels, students are required to enroll in seven semesters of Religious Studies during their time at Presentation. Courses will provide students the opportunity to grow in faith while deepening their understanding of justice and care for the dignity of the human person. Freshman year begins by studying the story of God’s love and faithfulness in the Hebrew Scriptures, then encountering the Good News of Jesus Christ in the Christian Scriptures. Sophomores will learn more about Catholic faith and worship. Juniors will pursue growth in morality and discover how to work toward creating a more just world through Social Justice, and Seniors will be able to select from engaging spirituality electives. All courses aim to help students strengthen their relationship with God.

Current Grade Level	Current Religion Class	Next Religion Class
<p><b>Current Freshman</b></p>	<p>Hebrew Scriptures <i>and</i> Christian Scriptures</p>	<p>The Church: Mission and Sacrament</p> <ul style="list-style-type: none"> <li>• (one semester of religion taken in conjunction with PE Health during sophomore year).</li> </ul>
<p><b>Current Sophomores</b></p>	<p>The Church: Mission and Sacrament</p>	<p>Upper division courses are semester-long. Juniors and seniors must enroll in a religion class each semester.</p> <p>Graduation Requirements: (Beginning with the class of 2023, students must take Moral Theology in junior year.)</p>
<p><b>Current Juniors</b></p>	<p>Upper Division Course(s)</p>	<ul style="list-style-type: none"> <li>• Moral Theology <i>and</i></li> <li>• Social Justice                             <ul style="list-style-type: none"> <li>◦ (Prerequisite: Moral Theology)</li> </ul> </li> </ul> <p>Electives:</p> <ul style="list-style-type: none"> <li>• Christian Lifestyles: Confirmation Preparation                             <ul style="list-style-type: none"> <li>◦ Note: This class is restricted to students preparing to receive the Sacrament of Confirmation. It is offered on a rotational basis, every other school year.</li> </ul> </li> <li>• Into Narnia: Spirituality in the 20th Century</li> <li>• Spirituality of the Saints</li> <li>• Women in the Church</li> <li>• World Religions</li> </ul>



# Social Science

7 semesters required (class of 2026 and beyond)

6 semesters required (class of 2025)

Current Grade Level	Current Social Science Class	Next Social Science Class
<p><b>Current Freshman</b></p>	<p>World History A &amp; B <i>or</i> Honors World History A &amp; B</p> <ul style="list-style-type: none"> <li>Qualifying scores on Social Science proficiency exam. See course catalog for more details.</li> </ul>	<p>United States History A &amp; B <i>or</i> AP United States History A &amp; B</p> <ul style="list-style-type: none"> <li>A- or better in each semester of World History or B+ in each semester of Honors World History.</li> <li>Note: In exceptional cases, waivers can be granted by the Social Science Department Chair. This is a college level course, and it requires a high level of commitment to be successful. Please see the current teacher if you have any questions.</li> </ul>
<p><b>Current Sophomores</b></p>	<p>United States History A &amp; B <i>or</i> AP United States History A &amp; B</p>	<p>Except where noted, upper division courses are semester-long and may be taken in any order.</p> <p>Graduation Requirements:</p> <ul style="list-style-type: none"> <li>Civics <i>or</i></li> <li>AP Government                             <ul style="list-style-type: none"> <li>B+ in each semester of U.S. History or B- in each semester of AP U.S. History</li> </ul> </li> </ul>
<p><b>Current Juniors</b></p>	<p>Upper Division Course(s)</p>	<p><i>and</i></p> <ul style="list-style-type: none"> <li>Economics <i>or</i></li> <li>AP Macroeconomics                             <ul style="list-style-type: none"> <li>AP Macroeconomics B unweighted social science GPA or C+ in AP U.S. History, AP Gov. or AP Psychology</li> </ul> </li> </ul> <p><i>and</i></p> <ul style="list-style-type: none"> <li>Ethnic Studies                             <ul style="list-style-type: none"> <li>This course is required for seniors.</li> </ul> </li> </ul> <p>Electives:</p> <ul style="list-style-type: none"> <li>Psychology</li> <li>Sociology of the Media</li> <li>AP Psychology                             <ul style="list-style-type: none"> <li>Year-long course; B unweighted Social Science GPA or C+ in AP U.S. History, AP Gov. or AP Macro</li> </ul> </li> </ul>





# Physical Education | *Health: Wellness & Prevention and one semester of elective PE required*

<i>Current Grade Level</i>	<i>PE Classes</i>
<b>All Grade Levels</b>	<p><b>One semester of PE from the following options is required:</b></p> <ul style="list-style-type: none"> <li>• Aquatic Fitness: Utilizing Water-Based Activities to Enhance Cardiovascular Health and Strength                             <ul style="list-style-type: none"> <li>◦ <i>This course is intended for non-swimmers and/or students who are not varsity level or year-round swimmers. If the student has been a member of the Panthers group on the Presentation swim team, they may take the course.</i></li> </ul> </li> <li>• Dance I-IV                             <ul style="list-style-type: none"> <li>◦ <i>This course can be taken to meet either Presentation’s VPA or PE graduation requirements.</i></li> </ul> </li> <li>• Panther Bootcamp: Building Physical Strength and Promoting a Healthy Lifestyle</li> <li>• Recreational Sports &amp; Games</li> <li>• Rhythm and Flow: Mind, Body, and Movement</li> <li>• Yoga: The Science and Practice of Mindfulness</li> <li>• Yoga II: Yoga as a Daily Practice</li> <li>• Successful completion of two seasons of a Presentation athletic team can be used to fulfill the additional semester of PE requirement.</li> </ul>
<b>Current Sophomores</b>	All sophomores are required to take one semester of Health: Wellness and Prevention.



## College-Preparatory Electives

### Changemakers in a Changing World

The collaborative seminar course offered by Bellarmine and Presentation High Schools provides students with a unique opportunity to engage in a transformative academic experience. See course catalog for more details.

### Leadership

#### ASB/ Student Council Leadership

- Election by the student body (ASB) or class level (Class Level officers grades 10-12). Or by application for class level commissioner (9-12)

### Communications

#### Dynamic Communication I

- Grades 9-12

#### Dynamic Communication II

- Completion of Dynamic Communication I, or a full year of speech and debate experience





## Visual & Performing Arts

### Pathways to Fulfill VPA Requirements

- Presentation Requirements:
  - Complete 3 VPA courses to meet Presentation requirements.
  - Complete a VPA course sequence within the same discipline, recommended within the same academic year.
  - A sequence consists of either two consecutive courses within the same discipline and level progression (I-II or III-IV) or a yearlong course within the same discipline (e.g., AP Art, Choir, Dance Team)
- Course Structure:
  - Most VPA courses are semester-long, 5 units.
  - Yearlong courses count as 10 units.
- Electives:
  - Additional VPA courses beyond the required 3 semesters count toward required elective credits
  - 3 Additional VPA courses help earn the [VPA Scholar Certificate](#).

<i>Pathway</i>	<i>Presentation Requirement Fulfillment Description</i>	<i>Outcome</i>
<b>Option 1: BREADTH</b> <i>Explore Variety</i>	Complete a sequence of <b>two courses</b> in the same VPA discipline then take an additional level-one course in a different art discipline.	Broad exposure to multiple art forms.
<b>Option 2: DEPTH</b> <i>Deep Dive Advancement</i>	Complete a sequence of <b>three courses</b> (I, II, III) in the same VPA discipline.	Specialization in one discipline; leads to AP Studio or additional Advanced course opportunities.

### Yearlong Courses

#### *Beginning Choir (Cantabile)*

- Meets after school
- No audition required

#### *Advanced Strings (String Ensemble)*

- By audition only (May)

#### *Advanced Choir (Bella Voce)*

- By audition only (May)

#### *Performance Dance Varsity/JV*

- Meets after school
- By audition only (May)

*Advanced Option Pathways for Visual Performing Arts*

<p><b>Current VPA Class</b> All level 1 classes do not have a prerequisite unless noted</p>	<p><b>Next Class Options</b> →</p>	<p><b>Next Class Options</b> →</p>	<p><b>Next Class Options</b></p>
<p><b>2D Arts I: Drawing, Painting &amp; Mixed Media</b></p>	<p>2D Arts II: Intermediate Drawing, Painting &amp; Mixed Media</p> <ul style="list-style-type: none"> <li>• Completion of 2D Arts: Drawing &amp; Painting I or teacher approval</li> </ul>	<p>2D Arts III: Advanced Drawing, Painting &amp; Mixed Media</p> <ul style="list-style-type: none"> <li>• Completion of 2D Arts Drawing &amp; Painting II or teacher approval</li> </ul>	<p>2D Arts IV: Advanced Drawing, Painting &amp; Mixed Media</p> <ul style="list-style-type: none"> <li>• Completion of 2D Arts: Drawing &amp; Painting III or teacher approval</li> </ul> <p>or</p> <p>AP Studio Art Year-long;</p> <ul style="list-style-type: none"> <li>• Completion of 2D Arts: Drawing &amp; Painting III or teacher approval</li> </ul>
<p><b>3D Arts I: Ceramics &amp; Sculpture</b></p>	<p>3D Arts II: Intermediate Ceramics &amp; Sculpture</p> <ul style="list-style-type: none"> <li>• Completion of 3D Arts I: Ceramics &amp; Sculpture</li> </ul>	<p>3D Arts III: Advanced Ceramics &amp; Sculpture</p> <ul style="list-style-type: none"> <li>• Completion of 3D Arts II: Ceramics &amp; Sculpture</li> </ul>	<p>3D Arts IV: Advanced Ceramics &amp; Sculpture</p> <ul style="list-style-type: none"> <li>• Completion of 3D Arts III: Ceramics &amp; Sculpture</li> </ul> <p>or</p> <p>AP Studio Art Year-long;</p> <ul style="list-style-type: none"> <li>• Completion of 3D Arts III: Ceramics &amp; Sculpture</li> </ul>
<p><b>Digital Arts I</b></p>	<p>Digital Arts II</p> <ul style="list-style-type: none"> <li>• Completion of Digital Arts I</li> </ul>	<p>Digital Arts III: Advanced</p> <ul style="list-style-type: none"> <li>• Completion of Digital Arts II</li> </ul>	<p>AP Studio Art Year-long;</p> <ul style="list-style-type: none"> <li>• Completion of Digital Arts III</li> </ul>
<p><b>Photography I</b></p>	<p>Photography II</p> <ul style="list-style-type: none"> <li>• Completion of Photography I</li> </ul>	<p>Photography III: Advanced</p> <ul style="list-style-type: none"> <li>• Completion of Photography II</li> </ul>	<p>AP Studio Art Year-long;</p> <ul style="list-style-type: none"> <li>• Completion of Photography III</li> </ul>
<p><b>Dance I</b></p>	<p>Dance II</p> <ul style="list-style-type: none"> <li>• Completion of Dance I or teacher approval</li> </ul>	<p>Dance III</p> <ul style="list-style-type: none"> <li>• Completion of Dance II or teacher approval</li> </ul>	<p>Dance IV</p> <ul style="list-style-type: none"> <li>• Completion of Dance III or teacher approval</li> </ul>
<p><b>Theater Productions I</b></p>	<p>Theater Productions II</p> <ul style="list-style-type: none"> <li>• Completion of Theater I or teacher approval</li> </ul>		
<p><b>Voice and Music Theory I</b></p>	<p>Voice and Music Theory II</p> <ul style="list-style-type: none"> <li>• Completion of Voice and Music Theory I or teacher approval</li> </ul>		
<p><b>Beginning Choir (Cantabile)</b></p>			



*Appendix*



**Presentation**  
HIGH SCHOOL

*Scheduling Guide Signature Page*

We have thoroughly read the Scheduling Guide as well as the course descriptions on the PHS website and understand the graduation requirements, curricular information, scheduling guidance and policies described.

\_\_\_\_\_  
*Print Student's Name*

\_\_\_\_\_  
*Student's Signature and Date*

\_\_\_\_\_  
*Print Parent/Guardian's Name*

\_\_\_\_\_  
*Parent/Guardian's Signature and Date*

We have discussed the time management worksheet and materials and acknowledge that the courses selected for the next school year are appropriate given other personal and family time commitments.

\_\_\_\_\_  
*Print Student's Name*

\_\_\_\_\_  
*Student's Signature and Date*

\_\_\_\_\_  
*Print Parent/Guardian's Name*

\_\_\_\_\_  
*Parent/Guardian's Signature and Date*

\_\_\_\_\_  
*Counselor's Name*

\_\_\_\_\_  
*Year of Graduation*



# Time Management Worksheet

Name: \_\_\_\_\_ Class of: \_\_\_\_\_ Counselor: \_\_\_\_\_

Use the estimates in the Time Management Worksheet Data Appendix to complete the worksheet.

Use the time management worksheet in the Appendix to help you determine how to balance your academic and extracurricular commitments. Adjust your plans so that your commitments do not exceed the number of hours in a week. Remember that you should be reserving nine hours of sleep per day. Your actual times will vary from these estimates and mid-year you should revisit this worksheet so your personal, future estimates are more accurate.

**A. School Work Next Academic Year** *Average Hours/Week  
Spent on daily homework, projects and studying*

In school for 5 days x 7 hours/day	35
English	
Math	
Science	
Social Science	
Modern Language	
Visual and Performing Arts	
Physical Education	
Religious Studies	
Elective:	
Elective:	
<b>Total School Work Hours</b>	

**B. Extracurricular Activities School and Community** *Average Hours/Week*

Sports	<i>Fall</i>	<i>Winter</i>	<i>Spring</i>	
Non-School Sports <i>Club Teams</i>	<i>Fall</i>	<i>Winter</i>	<i>Spring</i>	
Performing Arts				
Club/School-related Activity				
Club/School-related Activity				
Club/School-related Activity				
Community Service				
Hobbies/Interests				

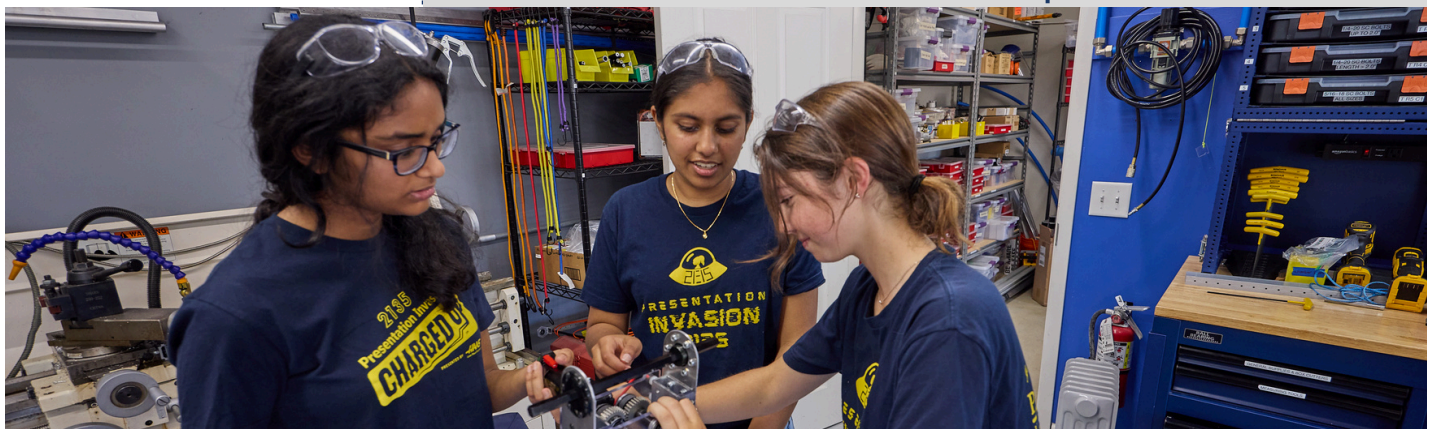
# Time Management Worksheet (continued)

<i>Extracurricular Activities School and Community</i>	<i>Average Hours/Week</i>
Paid Job	
College Counseling/Applications	
<b>Total Extracurricular Hours</b>	

<b>C.</b> <i>Daily Living Activities</i>	<i>Average Hours/Week</i>
Sleep (7 days x 9 hours/day)	63
Self-care (physical and emotional well-being) <i>Eating, hygiene, exercising, breaks/recharging; minimum 2 hours/day</i>	14
Family Time (discuss with your family)	
Free Time and Fun <i>Reading, playing with pets, art, hobbies, journaling, social media, internet, TV, games, etc.; minimum 1 hour/day</i>	10+
Travel Time <i>To/from school, practices, activities, etc.</i>	
Faith/Religious/Spiritual Activities	
Unstructured weekend time <i>We recommend setting aside a minimum of 10 hours.</i>	10+
<b>Total Daily Living Hours</b>	

<b>D.</b>	<i>Total Hours/Week</i>
<b>Your Total Hours</b>	
Total School Work Hours	
Total Extracurricular Hours	
Total Daily Living Hours	

**24 hours x 7 days =  
168 hours/week**



## Time Management: Data on Academics, Activities and Athletics

### Academic Coursework (Homework for each course)

- Non-honors courses: Average 30-45 minutes of homework per class period
- Honors and AP courses: Average 45-60 minutes of homework per class period; please note that some AP, honors and math classes will require more than an hour of homework per class period. In particular, Honors Precalculus, Calculus, AP Calculus AB, AP Calculus BC and AP Chemistry are courses that have higher than average homework expectations. For more specific information about Honors and AP classes please check with the chair of that department.
- Students often need more time to study for exams. Leave extra time for studying in addition to daily homework.

### Activity & Athletics

Program	Avg. Hours/Week	Additional Notes	Program Director
<b>Advisory Representative</b>	2	Advisory Reps are expected to attend one Student Council meeting per month during collaboration and meet with their Class level moderator as needed to prepare to lead Advisory.	Suzanne Colvin scolvin@presentationhs.org
<b>Affinity Groups</b>	<1	Monthly meeting and group activities as outlined.	Rita Jajjo rjajjo@presentationhs.org
<b>Athletics</b>	10-15	Hours vary based upon level of sport. Varsity seasons extend longer due to additional games and league/section playoffs.	Mike West mwest@presentationhs.org
<b>Choir</b>	10-15	Hours listed are associated with scheduled rehearsals, practice, performances, and adjudications.	Camille Cintas ccintas@presentationhs.org
<b>Dance Company and Dance Team (Varsity/JV)</b>	3 10-15	Hours based upon weekly class time and minimal performances.  Hours vary based upon time of year. Competition season from January-March. Dance Team is a year-round commitment, including summer.	Sara Fugate sfugate@presentationhs.org
<b>Folklórico</b>	3-5	Hours based on weekly practices and frequent performances.	Natalie Del Real ndelreal@presentationhs.org
<b>Jazba</b>	4-6	Weekend practice.	Sara Fugate sfugate@presentationhs.org
<b>DEEDS Program</b>	1-2	Hours depend on contract with faculty/staff member on internship. Members required to attend monthly workshops and complete capstone project.	Lynn Lee llee@presentationhs.org
<b>PAC Presentation Ambassadors Club</b>	1-3	Hours vary based upon admissions events. Members are required to participate in multiple events throughout the year.	Lindsay Velez lvelez@presentationhs.org

Program	Avg. Hours/Week	Additional Notes	Program Director
<b>Peer Ministry</b>	1.5-3	<u>Hours based upon involvement</u> in Peer Ministryvs. the leadership Core Team	Lisa Brunolli lbrunolli@presentationhs.org
<b>Robotics</b>	5-20	Hours vary based upon level of commitment, year-round involvement, and work during build/competitive season. Off-season/training is September-October and Build/competitive season is January-March.	Jeff Mullins jmullins@presentationhs.org
<b>Service &amp; Immersion</b>	1-3	Hours vary based upon level of commitments and leadership positions in Community Involvement. Extended hours beyond this are tied to participation in service and plunges/immersion trips which are elective and not required for membership in CI.	Stephanie Neustadter sneustadter@presentationhs.org
<b>Speech &amp; Debate</b>	2-15	Hours vary based upon membership: <ul style="list-style-type: none"> <li>• Club: 2-5 hours/week</li> <li>• Team: 4-15 hours/week</li> </ul> Tournaments exist year-round but the qualifying season for State/Nationals tournaments is in late Winter/Spring. Local, regional, national travel opportunities based upon membership.	Jyleesa Hampton jhampton@presentationhs.org
<b>Student Clubs</b>	<1	Monthly meeting and club activities as outlined.	Suzanne Colvin scolvin@presentationhs.org
<b>Student Council ASB Officer and Class Level Officer</b>	8-10 hours for ASB officers  3-4 hours for class level officer	All ASB officers and Class level Officers must enroll in the ASB/Student Council "O-Period" class (meets before school, three times per week). Weekly hours vary based upon pending events, ASB and Class Level officers are also required to attend monthly student council meetings during collaboration.	Suzanne Colvin scolvin@presentationhs.org
<b>Theater Main Stage Productions</b>	3-25	Hours are tied to rehearsal and performance schedules and vary based upon part: <ul style="list-style-type: none"> <li>• Fall Production: August - November</li> <li>• Winter Production: November - February</li> <li>• Spring Production: February - April</li> </ul>	Catherine Brady cdbrady@presentationhs.org





**Presentation  
HIGH SCHOOL**

*Schedule Change Permission Form*

\_\_\_\_\_ *Date*

\_\_\_\_\_ *Year of Graduation*

I, \_\_\_\_\_, am requesting the following schedule change:

Write request in this box. Include the change you are requesting and the reason for the request.

*The following are true (initial next to each statement):*

\_\_\_\_\_ *I am a senior and I am not dropping a class that I need for graduation. (Seniors only)*

\_\_\_\_\_ *I know the graduation requirements and I understand how this schedule change affects my progress towards the completion of those requirements.*

\_\_\_\_\_ *Student Name (please print)*

\_\_\_\_\_ *Student Signature*

\_\_\_\_\_ *Parent/Guardian Name (please print)*

\_\_\_\_\_ *Parent/Guardian Signature*

\_\_\_\_\_ *Counselor Signature*

\_\_\_\_\_ *Teacher's Signature (if dropping a class after school resumes)*

# UC/CSU Approved Courses

Presentation High School graduation requirements exceed the UC/CSU requirements. While a D letter grade is considered passing for the purpose of graduation at Presentation, a student must receive at least a C- in a course for it to count towards UC and CSU eligibility. For this reason, students are strongly encouraged to remediate if they earn a D/F grade in any of the following courses.

## A. History/Social Science

- AP U.S. Government & Politics\*
- AP U.S. History\*
- Civics
- Honors World History A/B
- U.S. History A/B
- World History, Cultures & Geography A/B

## B. English

- AP English Literature\*
- British Literature
- Death in Literature
- English 11 A/B
- English 10 A/B
- English 9 A/B
- Honors English 3\*
- Honors English 9 A/B
- Honors English 10 A/B
- Individual & Society
- Modern Playwrights

## C. Mathematics

- Algebra Readiness
- Algebra I
- Algebra II
- AP Calculus AB\*
- AP Calculus BC\*
- AP Computer Science A\*
- AP Statistics\*
- AP Precalculus\*
- Caclulus I
- Geometry
- Honors Algebra II
- Honors Geometry
- Honors Multivariable Calculus
- Honors Precalculus\*/ Calculus A\*
- Precalculus
- Statistics I
- Statistics II

## D. Science

- Anatomy & Physiology A/B
- AP Biology\*
- AP Chemistry\*
- AP Environmental Science\*
- AP Physics I\*
- Biology I
- Chemistry
- Earth Science
- Engineering & Design
- Honors Biology I
- Honors Chemistry\*
- Honors Physics\*
- Physics

## E. Language Other than English

- AP French Language & Culture\*
- AP Spanish Language & Culture\*
- AP Spanish Literature & Culture\*
- ASL I
- ASL II
- French I-IV
- Honors French II
- Honors French III\*
- Honors Spanish II
- Honors Spanish II for Heritage Speakers
- Honors Spanish III\*
- Spanish I-IV

## F. Visual & Performing Arts

- 2D Art I/II/III
- 3D Art I/II/III
- Advanced Art
- Advanced Choir I/II
- AP Studio Art\*
- AP Music Theory\*
- Ceramics I/II
- Dance I/II/III/IV
- Design I/II
- Digital Arts I/II/II
- Drawing & Painting I/II
- Graphic Publications I/II
- Performance Dance I/II
- Photography I/II/III
- Theater Production I/II
- Vocal and Music Theory I/II

## G. College-Preparatory Electives

- AP Macroeconomics\*
- AP Psychology\*
- ASB/Student Council Leadership
- Biotechnology & Bioethics
- Christian Lifestyles
- Economics
- Ethnic Studies
- Global Women's Issues
- Yoga
- Hebrew Scriptures
- Instructional Support: Analytical Reading & Writing
- Intro Narnia: Spirituality in the 20th Century
- Introduction to Computer Science
- Modern History
- Moral Theology
- Psychology
- Rhetoric
- Social Justice
- Sociology of Media
- Spirituality of the Saints
- The Church: Mission & Sacrament
- Women in the Church
- World Religions
- Health



# *Contact Information*

*At Presentation we  
encourage students to  
advocate for themselves.*

★ We believe that with the support of counselors, teachers and families, students are capable of taking ownership over the scheduling process. Students should contact their counselors, teachers and program directors with scheduling related questions. ★

# Contact Information

For questions specific to a subject area, students should contact Department Chairs directly.  
All returning students will meet 1:1 with their counselor during February,  
but students may email them directly with general questions.

All other scheduling inquiries should be sent to [scheduling@presentationhs.org](mailto:scheduling@presentationhs.org).

---



**Siobhan O'Byrne**  
Vice Principal of  
Curriculum and Instruction  
sobyrne@presentationhs.org



**Cherie Somavia, LMFT**  
Interim Vice Principal of  
Student Services  
csomavia@presentationhs.org



**Sara Domian**  
Counseling Department  
Chair, Counselor  
(9th: A-E, 10th: A-C,  
11-12th: A-F)  
Scheduling Coordinator  
sdomian@presentationhs.org



**Yvette Frojelin**  
Counselor  
(9th: F-Mc, 10th: D-P,  
11th-12th: G-N)  
yfrojelin@presentationhs.org



**Elizabeth Valencia**  
Counselor  
(9th: Me-Z, 10th: R-Z,  
11th-12th: O-Z)  
evalencia@presentationhs.org



**Marie Lopez**  
Educational Specialist  
mlopez@presentationhs.org



**Krista Rentschler**  
Dean of Students  
krentschler@presentationhs.org

# *Academic Department Chairs*

---



**Sean Donoho**  
**English**  
sdonoho@presentationhs.org



**Amy Fields**  
**Social Science**  
afields@presentationhs.org



**Kate Deak**  
**Visual & Performing Arts**  
kdeak@presentationhs.org



**Jessica Ramirez**  
**Mathematics**  
jramirez@presentationhs.org



**Jennifer Hamilton**  
**Science**  
jhamilton@presentationhs.org



**Catherine Aquino**  
**Religious Studies**  
caquino@presentationhs.org



**Elodie Dal Sacco**  
**Modern Language**  
edalsacco@presentationhs.org



**WWW.PRESENTATIONHS.ORG**

*2281 Plummer Avenue, San Jose, CA 95125 | (408)264-1664*