



## ADMINISTRATIVE PROCEDURE

### INTERNATIONAL HIGH SCHOOLS: ADMISSION, GRADING AND REPORTING

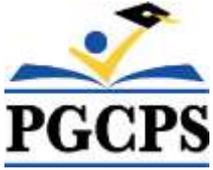
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Procedure No.

August 29, 2019

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- I. **PURPOSE:** To provide guidance on the admission, grading and reporting systems utilized by Prince George’s County Public Schools (PGCPS), International High School at Langley Park and International High School at Largo.
- II. **POLICY:** COMAR (Code of Maryland Regulations) 13A.03.02.08 states that each local school system shall develop a written policy on grading and reporting. Each local school system will file its grading and reporting policies with the State Superintendent of Schools. The following procedures have been developed according to COMAR regulations (Board Policy 5121).
- III. **BACKGROUND:** The International High Schools (IHS) offer newcomer immigrant students and traditionally underserved students (i.e., high percentage of at-risk, economically disadvantaged English language learners and first generation college attendees) an innovative opportunity to complete a high school diploma in a learning environment customized to specific learning needs. As of the 2018-2019 school year, both schools have grades 9-12.
- IV. **DEFINITIONS:**
  - A. **COMPETENCY-BASED/SKILLS-BASED** - A framework of learning targets/skills that students should master before completing high school.
  - B. **ESOL** - The English for Speakers of Other Languages (ESOL) program provides the English language instruction required of local educational agencies for English Learners (ELs) in kindergarten through grade 12. Students, who are determined to be in need through language proficiency testing, receive language support from a certified teacher who has extensive knowledge of second language acquisition and effective strategies for meeting their needs.
  - C. **GRADING PLATFORM** - Beginning in the 2019-2020 school year, IHS will use the standards-based platform in SchoolMax to input and calculate student grades. PowerSchool Technology was the technical platform utilized to record grades for students in prior years.
  - D. **LEARNING TARGETS/SKILLS** - These include the four guiding primary categories that guide student grading. These categories are social emotional learning, language, critical thinking, and content. Within each category, there are learning targets or skills with associated standards based rubrics or progressions that students must master. Teachers and staff often refer to these items as “skills” since it is more student-friendly. Progression language is written to indicate readiness for early high school level courses (9<sup>th</sup> and 10<sup>th</sup> grade) and late high school level courses (11<sup>th</sup> and 12<sup>th</sup> grade). A progression learning target score increases as students advance into courses that are associated with more rigorous standards.
  - E. **LOWER HOUSE (LH)** - This term refers to two separate items. The term Lower House refers to students in grades 9 and 10. Additionally, a course receives the Lower House designation based on the course level indicated in the district course master offerings.



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- F. **MASTERY** - This term refers to knowledge and skills that students are expected to learn as they progress through their education. Students are working towards mastering learning targets/skills using progressions in their classes.
- G. **MASTERY EXTENSION PROGRAM** - Mastery Extension Program is for students who did not complete a course from the previous school year. Students can recover skills by completing Mastery Projects in a course they were unable to pass during the previous school year given the English knowledge they have gained. Mastery Extension Program is a four to six week course of study offered in the summer.
- H. **PROGRESSIONS** - A learning progression is a scoring guide/rubric that explains what sample student work looks like at various levels for a given skill. All student work is scored using a specific progression. Progression language is written to indicate readiness for Lower House courses (9<sup>th</sup> and 10<sup>th</sup> grade) and Upper House courses (11<sup>th</sup> and 12<sup>th</sup> grade). The level 3 in each learning target/skill progression is written to the 9/10 level in the Common Core State Standards. The level 4 in the learning target/skill progression is written to meet the 11/12 level in the Common Core State Standards.
- I. **SPIRAL CURRICULUM** - A spiral curriculum is a course of study where students will see the same skills throughout their school career with each encounter increasing in complexity and reinforcing previous learning.
- J. **UPPER HOUSE (UH)** - This term refers to two separate items. The term Upper House refers to students in grades 11 and 12. Additionally, a course receives the Upper House designation based on the course level indicated in the district course master offerings.
- V. **ADMISSION**: Students are admitted to the International High Schools via the PGCPS lottery process.
- VI. **ELIGIBILITY**: Students applying to the lottery for admission to one of the International High Schools must meet the following criteria:
- A. Currently in 8<sup>th</sup> grade;
  - B. Resident of Prince George's County;
  - C. Classified as an ESOL student;
  - D. 16 years or younger (as of the first day of the coming school year).
1. Newcomer students enrolling after the lottery must meet the following criteria:
    - a. ESOL student enrolling in a PGCPS school for the first time;
    - b. Sixteen (16) years or younger (as of the first day of the coming school year) - for 9<sup>th</sup> grade enrollment;
    - c. Seventeen (17) years or younger (as of the first day of the coming school year) – for 10<sup>th</sup> grade transfer students.



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2. Students who wish to transfer during the school year must meet the following conditions:

- a. 12<sup>th</sup> grade students may not transfer into an International High School;
- b. 9<sup>th</sup> grade transfers are considered after the lottery waitlist has been exhausted and seats for newcomers have been filled;
- c. 10<sup>th</sup> grade transfer students must be 17 or under on their first day of 10th grade;
- d. 11<sup>th</sup> grade transfer students must be 18 or under on their first day of 11th grade;
- e. All transfer students must be ESOL or recently exited;
- f. Complete a formal interview with the school principal and/or designee.

VII. **ENROLLMENT:** International High Schools follow PGCPS Administrative Procedure 5111-*Registration and Withdrawal of Students*, when registering new students and works closely with the International Student Admissions and Enrollment Office (ISAEO) for student in-take.

VIII. **GRADING SYSTEM:** International High Schools utilize a skills-based system, also referred to as standards-based or competency-based scoring, for assessing student achievement.

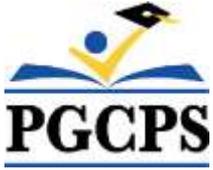
A. Skills-based system is a framework of learning targets that students master before completing high school. In a traditional school, students are grouped based on their age and progress and advance one grade level each year after meeting credit course requirements. International High Schools, however, group students in heterogeneous classrooms where they collaborate with peers and are encouraged to progress at their own pace. The skills-based system allows students to work together around common goals while still individualizing instruction with feedback. This framework informs teaching, assessments and student reflection on learning.

B. Learning Targets – In a traditional school, students receive grades for courses, such as math, science, and physical education. International High Schools captures holistic data on student progress by evaluating four guiding primary skill sets, in addition to content guide mastery. These four guiding primary skill sets are:

1. Social Emotional;
2. Language;
3. Critical thinking;
4. Content

Under each primary skill set are sub-skills.

Social Emotional	Language	Critical Thinking		Content	
<ul style="list-style-type: none"> <li>• Self-Management</li> <li>• Decision Making</li> <li>• Relationship Skills</li> </ul>	<ul style="list-style-type: none"> <li>• Read</li> <li>• Write</li> <li>• Speak</li> <li>• Listen</li> </ul>	<ul style="list-style-type: none"> <li>• Gather and Organize Information</li> <li>• Propose a Claim</li> <li>• Plan</li> <li>• Compare and Contrast</li> </ul>	<ul style="list-style-type: none"> <li>• Model</li> <li>• Analyze Information</li> <li>• Analyze Data</li> <li>• Summarize</li> <li>• Reflect &amp; Revise</li> </ul>	<ul style="list-style-type: none"> <li>• Math</li> <li>• Science</li> <li>• Social Studies</li> <li>• Physical Education</li> <li>• Art</li> </ul>	<ul style="list-style-type: none"> <li>• English</li> <li>• Health</li> <li>• Technology</li> <li>• World Language</li> <li>• Music</li> </ul>



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- C. Course of Study Syllabus - At the beginning of a course of study, teachers shall provide to students and parents/guardians access online or a hard copy of the course outline, syllabus, or overview of grade/course expectations.
- D. Progressions and Number Scales - Each skill for mastery has a corresponding "progression." A learning progression is a scoring guide/rubric that explains what sample student work looks like at various levels for a given skill. All student work is scored using the progression.

Utilizing student work, teachers will identify each student's current progress and strategize on advancing students forward on the progression. Each progression has five levels categorized below:

1. Beginning
2. Developing
3. Early High School Level
4. Late High School Level
5. College Level

- E. Scoring Elements
1. Numeric scores shall be given on assignments, progress reports, and report cards for all courses. The scores will be reported on a numeric scale from 1 to 5.
  2. All courses will use spiraling techniques to allow mixed groupings of students to demonstrate their abilities at the different language/critical thinking/socio-emotional levels. The use of similar compare and contrast resources will stay consistent throughout four years; however, the amount of scaffolding will decrease, the topics will become more abstract, and the complexity of ideas will increase over time.
- F. Students will receive scores on four (4) main skills: social emotional, language development, critical thinking, and content knowledge utilizing a rubric that tracks progress along a 1-5 continuum. Students will progress through levels 1-5 throughout their high school career.
- G. Student scores are calculated using the following factors:
1. Formative Teacher Observations (Classwork, Homework)
  2. Assignments and Projects (Classwork, Homework, Assessment)

Language scores provide students with feedback on their English language progress; however, language scores have no bearing on students' overall course grade.



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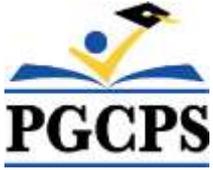
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- H. Final Course Grades: Final course grades are given using the A-E scale to allow for an easier transition to other schools and transcript creation.
1. A = Excellent progress toward meeting course objectives and learning outcomes;
  2. B = Above average progress toward meeting course objectives and learning outcomes;
  3. C = Average progress toward meeting course objectives and learning outcomes;
  4. D = Below Average progress toward meeting course objectives and learning outcomes;
  5. E = Failure toward meeting course objectives and learning outcomes;
  6. I = Incomplete. The “I” grade may be used temporarily for secondary students who have been lawfully absent from school and have not had an opportunity to make up missed work in a timely manner. It is also used for students who have not mastered the content by the course end.
  7. N = No Grade. Please refer to AP 5121.3, Grading and Reporting for High Schools, for a complete “N” grade policy;
  8. P = Pass (credit bearing);
  9. F= Fail (not credit bearing);
  10. UC = University or College grade pending;
  11. W = Withdrawn. The Student Intervention Team agrees to allow a student to drop a course after twenty (20) school days from the start of a yearlong course or ten (10) days in a semester course. If a student receives a “W” in a college or online course, a “W” will be the grade earned in the high school course.
- I. Lower House and Upper House Scoring Translation: A course receives the Upper House (UH) or Lower House (LH) designation based on the course level indicated in the course master offerings.
- a. Lower House (LH) courses: Grades 9 and 10
  - b. Upper House (UH) courses: Grades 11 and 12  
For example, 10<sup>th</sup> graders in a 10<sup>th</sup> grade English course are scored using the LH scale. On the other hand, a 12<sup>th</sup> grader taking Foundations of Technology (FOT) is scored on the LH scale since the district FOT course is designed for 9/10 graders



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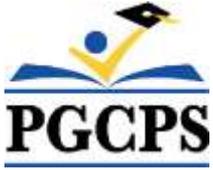
- c. The grade translation is different for courses based upon the progressions language that indicates readiness for early high school level courses (9<sup>th</sup> and 10<sup>th</sup> grade) and late high school level courses (11<sup>th</sup> and 12<sup>th</sup> grade).

Grade Translations: Lower & Upper House Courses		
	Lower House Courses	Upper House Courses
<b>A</b>	2.7+	3.5+
<b>B</b>	2.4-2.69	3.0-3.4
<b>C</b>	2.1-2.39	2.5-2.9
<b>D</b>	2.0-2.09	2.0-2.4
<b>E</b>	Below 2.0	Below 2.0

- d. The level 3 in the progression is written to the 9/10 level in the Common Core State Standards.
- e. The level 4 in the progression is written to meet the 11/12 level in the Common Core State Standards.
- f. The target score increases as students advance into courses that are associated with more rigorous standards.

### IX. REPORT AND RECORDING GRADES AND SCORES

- A. Beginning in the 2019-2020 school year, the IHS schools will use the standards-based platform in SchoolMax to input and calculate student grades. PowerSchool Technology was the technical platform utilized to record grades for students in prior years.
- B. Calculating Grade Point Average (GPA) - The following numerical equivalents are used to computing GPA from report card letter grades:
  - 1. Non-Honors:  
A = 4.00      B = 3.00      C = 2.00      D = 1.00      E = 0.00
  - 2. Advanced Placement (AP):  
A = 5.00      B = 4.00      C = 3.00      D = 2.00      E = 0.00
  - 3. For additional weighting at the high school level, Advanced Placement (AP), International Baccalaureate (IB), and selected advanced Career and Technology Education (CTE) courses are approved. See Administrative Procedure 5128, *Selection of Valedictorians and Salutatorians*, for a list of weighted grade courses. Seminar courses will not receive weighted grades. The Chief of School Support and Leadership may approve additional courses system-wide.
  - 4. Grades “F”, “I”, “N”, “P”, “UC”, “W” are not included in GPA calculations.
  - 5. Five (5) GPAs are computed for students attending International High Schools.



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- a. The year-to-date (YTD) unweighted average will appear on each quarterly IHS report card and is used to determine if a student is eligible for extracurricular activities. It is derived by performing the following procedure:
  - i. The sum of all course standards-based grades (0-5) divided by the sum of the credits attempted. For example, the YTD unweighted average is 3.2 for a student taking six courses with a sum of 19.
  - ii. A year-to-date (YTD) GPA will appear on each quarterly International High School report card.
  - iii. A cumulative career GPA is calculated for all courses bearing credit and appears on the computer printed student record card in the summary section, provided that the student's history file is current. It is derived by performing the following procedure:
    - a. The sum of the products of the grade points awarded in each attempted course (receiving an A, B, C, D, or E) is multiplied by the credit value in the same course.
    - b. The sum of all credits is divided by the sum of all credits attempted. This includes foreign language and mathematics credits and grades awarded in middle school through the High School Credit for Middle School Coursework plan. It also includes day, evening, and summer school courses from initial entry into grade 9 through dates of issuance of the computer printed student record card.
  - iv. The GPA structure list is calculated by including the transcript grade plus the most recent course grade if the course grade is not on the transcript. This GPA is used to determine the valedictorian and salutatorian at each school.
  - v. The Transcript GPA is calculated by grades included on a student's transcript for a particular school year.
- C. Teachers enter two types of scores. The report cards and progress reports will capture the average score received in that skill.
  1. Class-level Observation Scores: Observation scores will be entered into the gradebook weekly by each teacher. This observation method allows the teacher the ability to capture information verbally in the case that a student is not yet able to produce written work in a second language.



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2. Assessment and Project Scores: Assessment scores will be entered into the gradebook weekly by each teacher. Not all assignments will be entered into the gradebook. Only assessments that directly correspond to the type of thinking on the progression will be entered into the gradebook. Daily checks for understanding are an expected feedback data point for teachers to use to inform instruction, but they will not be entered into the gradebook.
- D. All scores entered into the gradebook will correspond with the skill progressions.
- E. Factors, such as preparation, daily work habits, quality, and completeness of assignments will be assessed as a Social Emotional Skill of Work Ethic.
- F. Recording Official Grades - Within their own classroom structures, teachers shall clearly communicate specific classroom expectations involving the submission and acceptance of work to students.
  1. Partially Completed Work - If a student has made good faith effort of more than 50%, work can be scored using the content and critical thinking progressions. The work that is left blank should not count towards or against the student's score. If the student has not made a good faith effort, the work should be marked as missing and returned to the student.
  2. Late, Missing, and/or Exempt Work – Student work that is missing is recorded in the gradebook as a zero (0) and marked as missing. If the student turns in the work, the zero (0) can be modified to the correct score based on the work submitted. If a student completes the mastery project without completing an activity guide first, a teacher may opt to exempt a student from the activity guide. In this case, the gradebook should be left blank.
  3. Revising an Assignment/Mastery Project for Higher Scores - Students may re-submit work to demonstrate a higher level of mastery. Individual teachers shall determine and communicate the timeframe for work resubmission to students.
  4. Replacing an Old Score – Many of our students, particularly students who have recently arrived in the country, will have low scores at the beginning of the year. Teachers should create opportunities later in the year to allow students to demonstrate mastery once they have learned more English and become accustomed to the school. Replacement scores should be given for work that goes above and beyond daily classroom work. Alternative mastery projects/summative assessments can also be used as a score replacement structure for students. Usage and criteria must be provided in advance by the teacher.
  5. Mid-Year Transfers- Students who transfer in mid-year will not be expected to master every skill within the course, but they will be required to receive passing scores on skills attempted during the time enrolled at an International High School.



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Students who transfer during the second semester can receive a final grade in the course after completing the required mastery projects in summer Mastery Extension Program.

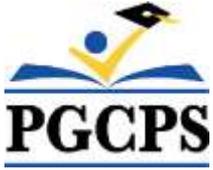
6. Determining Final Grades - At the end of a course, the grading manager enters the letter grade a student has earned from PowerSchool Learning into SchoolMax. Course scores convert to a traditional letter grade.

#### X. PROGRESS REPORTS AND REPORT CARDS

- A. An interim progress report is issued to all students at the middle of each quarter. Teachers may issue interim progress reports to indicate a significant change in student attainment of learning outcomes or to encourage students to continue their satisfactory progress. Further, individual schools may decide to issue interim progress reports with even greater frequency.
- B. Teachers must notify parents in writing when their child is in danger of failing at any time during the grading period, even if the Interim Progress Report period established by the district has passed. Students will receive the grade earned, regardless of notification.
- C. Report cards for secondary schools are distributed on a quarterly basis.

#### XI. MASTERY EXTENSION PROGRAM - Mastery Extension Program is an opportunity for students during the summer, beyond the normal school calendar year, who did not complete a course from the previous school year. Students can recover skills by completing mastery projects in a course they were unable to pass during the previous school year given the English knowledge they have gained. Students who have missed more than 36 days (excused or unexcused) are not eligible to attend Mastery Extension Program.

- A. Twelfth grade students do not qualify to attend Mastery Extension Program. If a twelfth-grade student does not pass a course, they will need to retake the entire course through the district's summer school program. If there is more than one course, they will need to retake it in a fifth year.
- B. Mastery Extension Program Eligibility and Enrollment:
  1. Parents/guardians of students who are not passing a course after the first semester will receive notice that their child may need to attend Mastery Extension Program in the summer.
  2. Parent notices about Mastery Extension Program are sent according to the schedule below:
    - a. After the completion of the second quarter;
    - b. After the completion of the third quarter;
    - c. After 4<sup>th</sup> quarter progress reports.



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3. Following the input of final grades at the end of the 4<sup>th</sup> quarter in June, identified parents/guardians receive notification inviting their child to attend Mastery Extension Program. Parents are notified that their student will maintain an “E” for the course if he/she does not attend.
4. Students can attend Mastery Extension Program for no more than two courses.
5. At the end of a course (2<sup>nd</sup> quarter = semester course; 4<sup>th</sup> quarter = yearlong course), non-twelfth grade students with a score of an “E” can become eligible to attend Mastery Extension Program the following summer.
  - a. Student Applications will run a report that identifies the 2<sup>nd</sup> quarter (semester course) or 4<sup>th</sup> quarter (yearlong course) numerical grade for students that receive an “E”.
  - b. The final numerical grade a student receives in a course will determine how many Mastery Projects they must complete to potentially earn course credit.
  - c. The highest score a student will receive for successfully completing their required number of Mastery Projects is a “D”.
  - d. The following information shows how many projects a student must successfully complete based on their ending class score in order to earn course credit:
    - 1.9-1.99 = 1 project
    - 1.7-1.89 = 2 projects
    - 1.5-1.69 = 3 projects
    - 1.49 and below = Not qualified for Mastery Extension Program
  - e. At the end of Mastery Extension Program, the teacher will determine if a student successfully completed the requisite number of Mastery Projects. If a student does succeed, the teacher will complete the following process:
    1. If a student successfully completes their required number of Mastery Projects, the teacher will submit the grade change from an "E" to a "D" by using a PS-140.
    2. After the Principal approves the grade change, the Grade Manager will change the E to a D in the SchoolMax grading module.
    3. Finally, the Transcript Manager will change the E to a D on the transcript and then recalculate the GPA.



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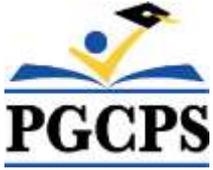
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- XII. **SUMMER SCHOOL** – Summer school, offered by PGCPS, is an option for students to earn original credit. These courses are for students seeking original or recovery credit of a course that they have never taken or not yet mastered. Students enrolled in a summer school original credit course are not eligible to participate in Mastery Extension Program.
- XIII. **ATHLETIC & EXTRACURRICULAR ELIGIBILITY**- Extracurricular eligibility is based on scores from all courses. Students will be required to meet a threshold each quarter. The threshold will rise during the course of the year to reflect increasing demands on students.
  - A. The year-to-date (YTD) unweighted average will appear on each quarterly IHS report card. It is derived by performing the following procedure: The sum of all course standards-based grades (0-5) divided by the sum of the credits attempted. For example, the YTD unweighted average is 3.2 for a student taking six courses with a sum of 19.
  - B. Students in grades 9 and 10 use the Lower House scale, while students in grades 11 and 12 use the Upper House scale.

Extracurricular Activities Minimum Average of Scores in All Courses		
	Grade Levels: 9 & 10	Grade Levels: 11 & 12
1 <sup>st</sup> Quarter	1.5	2.0
2 <sup>nd</sup> Quarter	1.7	2.2
3 <sup>rd</sup> Quarter	2.0	2.3
4 <sup>th</sup> Quarter	2.1	2.5

- XIV. **HONOR ROLL**
  - A. The purpose of the honor roll program is to recognize and honor secondary students who have attained outstanding academic success and to provide positive reinforcement that inspires all students to strive even harder and perform at their highest level in all subjects.
  - B. International High Schools will implement an honor roll system that recognizes students for high academic achievement at the end of each marking period during the school year.
  - C. Students qualifying for each level of honor roll will be identified by the Department of Student Applications based on grades entered on student report cards in secondary schools. The following table indicates the qualifications a student must meet to qualify for the Principal’s Honor Roll and the Honor Roll.



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<b>Honor Roll Translation for Lower House &amp; Upper House Students</b>		
	<b>Lower House Students (9H1 &amp; 9H2) Overall Average</b>	<b>Upper House Students (11 &amp; 12) Overall Average</b>
<b>Principal's Honor Roll</b>	2.7+	3.5+
<b>Honor Roll</b>	2.4-2.69	3.0-3.4

**XV. MONITORING AND COMPLIANCE:**

- A. To ensure adherence to grading requirements, principals will monitor weekly the submission of required grading assignment, grade appeal requests, monitor grade entry by teacher.
- B. Grade change appeals will be reviewed by assigned Instructional Director.

**XVI. LEGAL AUTHORITY:**

*Code of Maryland Regulations (COMAR)13A.03.02.08*

**XVII. RELATED POLICIES AND PROCEDURES:**

*Board of Education Policy 5121 Grading and Reporting for Elementary and Secondary Students*

- Administrative Procedure 5111- Registration and Withdrawal of Students*
- Administrative Procedure 5116 – Grade Change Authorization and Appeals*
- Administrative Procedure 5121.3, Grading and Reporting for High School*
- Administrative Procedure 5128, Selection of Valedictorians and Salutatorians*

**XVIII. MAINTAINANCE AND UPDATE OF THIS PROCEDURE: This Administrative Procedure originates with the Chief of School Support and Leadership and will be updated as needed.**

**XIX. CANCELLATIONS AND SUPERSEDURES: This is a new Administrative Procedure.**

**XX. EFFECTIVE DATE: August 29, 2019**