



# **Bishkek International School**

## **Admissions Policy**

Reviewed by the Management Board: August 2024  
Previous Review: August 2023

**Approved by the Governing Board: August 2024**

## Preface

### Mission, Policies, Handbooks and Regulations

The Mission of Bishkek International School is to enable our students to:

- Develop their intellectual curiosity and achieve their academic, sporting and creative potential;
- Be confident in their abilities and respectful of others;
- Learn about local and global issues and prepare to tackle common challenges.

In a school which:

- Delivers and celebrates excellent teaching for internationally accredited education;
- Values and demonstrates diversity and inclusivity;
- Promotes the well-being of the whole school community;
- Contributes positively to the development of the Kyrgyz Republic.

This policy is one of several policies, procedures and related documents that guide operations at Bishkek International School (BIS) and help to facilitate the achievement of our mission. The full list of relevant documents, prepared by the Management Board and approved by the Governing Board, comprises:

Policies:

1. Vision, Mission and Development Policy
2. Admissions Policy
3. Learning Diversity and Inclusion Policy
4. Counseling Policy
5. Language Policy
6. Academic Integrity Policy
7. Assessment Policy
8. Health & Safety Policy
9. Child Protection Policy
10. Educational Visits Policy
11. Ethics Policy
12. Environmental Policy
13. Accounting Policy

Handbooks:

1. Staff Handbook
2. Parents & Guardian Handbook
3. Student Handbook

All Governing Board members and all staff must be aware of each of these documents and their contents. All policy documents and handbooks are available to students and parents/guardians via the BIS website or provided in PDF form to parents/guardians on request. All policy documents and handbooks are reviewed and revised by the Management Board every year for approval by the Governing Board for the following academic year. All students, parents and staff are invited to send comments and suggest any changes to the Management Board at any time before the end of May each year for consideration for policies/handbooks for the next academic year.

Overall Governance of BIS is guided by the legal charter and various internal regulations. These are:

1. Legal Charter of 'Bishkek International School'
2. Regulations of the Governing Board
3. Regulations of the Parents Association
4. Regulations of the Advisory Council

# International Baccalaureate

BIS is an International Baccalaureate (IB) World School, offering the International Baccalaureate Diploma Programme (DP), the Middle Years Programme (MYP), and the Primary Years Programme (PYP). IB World Schools share a common philosophy and commitment to high quality, challenging, international education that BIS believes is important for our students. For more information about IB see [www.ibo.org](http://www.ibo.org)

## International Baccalaureate Mission Statement

*“The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment. These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right”*

## International Baccalaureate Learner Profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world. The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities. As IB learners we strive to be:

1. **Knowledgeable:** *We love learning new things.* We explore concepts, ideas, and issues that have local and global significance. In doing so, we acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.
2. **Thinkers:** *We think about everything and make good decisions.* We exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.
3. **Inquirers:** *We like to find out how things work and why they work this way.* We develop our natural curiosity. We acquire the skills necessary to conduct inquiry and research and show independence in learning. We actively enjoy learning and this love of learning will be sustained throughout our lives.
4. **Caring:** *We care about other people and want to make them feel good.* We show empathy, compassion, and respect towards the needs and feelings of others. We have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.
5. **Principled:** *We are responsible for our own actions. We always try to do what is right.* We act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups, and communities. We take responsibility for our own actions and the consequences that accompany them.
6. **Reflective:** *We think about what we have learnt and what we have done, to be better in future.* We give thoughtful consideration to our own learning and experience. We are able to assess and understand our strengths and limitations in order to support our learning and personal development.
7. **Balanced:** *We have a balanced life with lots of learning, lots of activity, and lots of friends.* We understand the importance of intellectual, physical, and emotional balance to achieve personal well-being for ourselves and others.
8. **Risk-Takers:** *We are not afraid of trying new things, and we are brave.* We approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies.
9. **Open-minded:** *We understand different cultures and different ways of doing things.* We understand and appreciate our own cultures and personal history, and we are open to the perspectives, values, and traditions of other individuals and communities. I am accustomed to seeking and evaluating a range of points of view, and am willing to grow from the experience.
10. **Communicators:** *We can speak in more than one language. We are good at working with others.* We understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. We work effectively in collaboration with others.

In BIS we also have an additional profile, which is essential for wellbeing and success:

11. **Resilient:** *The path may be difficult, but we will succeed.* We are resilient and capable of overcoming any

challenge that comes our way. We have the inner strength and determination to navigate through difficult times and emerge stronger than before.

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## 1. Introduction

The aims of the admissions policy are:

- To regulate the age criteria for entrance to the school at a particular year level.
- To ensure that students enrolled at the school are placed in a class where their social, emotional, cognitive and psychological needs are effectively catered for.
- To ensure that BIS can meet the educational and social requirements of enrolled students.
- To ensure that students have the essential language and other skills to access the curriculum.

## 2. General Entry Requirements

BIS welcomes all students without regard to citizenship, ethnicity, gender, sexual orientation, political or religious belief, and disability or special educational needs, provided that there are good prospects of meeting their needs without unduly prejudicing the education and welfare of other students.

The enrolment process is open throughout the year, subject to space availability in each class. Places for admission are normally available on a first-come first-served basis, subject to the following constraints:

- Children of employees of organisations that already fund students at BIS at the full fee level, based on the organisation covering at least 75% of school fees, will be given priority for entry and moved to the top of any waiting list for entry, at the discretion of the Head of School;
- Siblings of existing students at BIS will be given priority for entry and may be moved to the top of any waiting list for entry, at the discretion of the Head of School;
- As an international school, where a broad mix of international students is part of the student experience and school culture, the citizens of any single country are limited to a maximum 50% of the student body. If this limit is reached for any country, new students from this country will join a waiting list based on the country limit.

To be accepted as a student in BIS:

- A place must be available for the student, as confirmed by the relevant Assistant Principal or Head of School.
- The applicant must be accepted by BIS following assessment of the child as appropriate for each applicant. This may include:
  - Reports and records from previous schools;
  - Examination of the applicant by BIS;
  - Assessment of the potential for the student to benefit from the education at BIS;
  - The capacity of BIS to meet the educational needs of the student.
- Parents must complete the [online enrolment application](#) including specified document upload, and enrolment must be approved by the Head of School or their nominee.
- A minimum deposit payment of 10% of the annual fee (minimum \$1,000, if 10% is less than this) must be made to secure a place in the school, except for children of employees of organisations that already fund students at BIS at the full fee level, based on the organisation covering at least 75% of school fees, who are enrolled without a deposit payment. For new students, the deposit payment must be made before starting school. For existing students this payment must be made before 30 June to secure a place for the following academic year. A student does not have a place reserved in the school until this payment is made. Places are filled on a first-come, first-served basis in accordance with payment of

this fee.

- Full payment must be made, as defined in the enrolment contract by the dates stated in the contract.

The school reserves the right to:

- Contact previous school administrators and/or teachers to gather additional information needed to inform the student’s application.
- Deny admission to any applicant if the school cannot meet the applicant’s educational needs.
- Postpone admission if a class is full. In this case, the applicant will be placed on a waiting list.

### 3. Standard Grade Placement on entry to BIS according to birth date

The normal age limit in each class in BIS is as shown below, together with the normal equivalent grade in other systems. Exceptions are sometimes made to these age limits, to allow a student who is younger or older, provided this is in the best interests of the student from both an educational and social perspective.

Minimum Age on September 1st	BIS Grade Placement	Kyrgyz Republic Grade Equivalent	U.S. Grade Equivalent	U.K. Grade Equivalent
<b>Preschool</b>				
2 years old	Preschool 1	Detskiy-Sad - Nursery	Pre-K	Nursery
3 years old	Preschool 2	Detskiy-Sad - Junior	Pre-K	Nursery
4 years old	Preschool 3	Detskiy-Sad - Senior	Pre-K	Reception
<b>Primary School</b>				
5 years old	Grade 0	Zero Grade	Kindergarten	Year 1
6 years old	Grade 1	1 <sup>st</sup> Grade	1 <sup>st</sup> Grade	Year 2
7 years old	Grade 2	2 <sup>nd</sup> Grade	2 <sup>nd</sup> Grade	Year 3
8 years old	Grade 3	3 <sup>rd</sup> Grade	3 <sup>rd</sup> Grade	Year 4
9 years old	Grade 4	4 <sup>th</sup> Grade	4 <sup>th</sup> Grade	Year 5
10 years old	Grade 5	5 <sup>th</sup> Grade	5 <sup>th</sup> Grade	Year 6
<b>Middle School</b>				
11 years old	Grade 6	6 <sup>th</sup> Grade	6 <sup>th</sup> Grade	Year 7
12 years old	Grade 7	7 <sup>th</sup> Grade	7 <sup>th</sup> Grade	Year 8
13 years old	Grade 8	8 <sup>th</sup> Grade	8 <sup>th</sup> Grade	Year 9

<b>High School</b>				
<b>14 years old</b>	<b>Grade 9</b>	<b>9<sup>th</sup> Grade</b>	<b>9<sup>th</sup> Grade</b>	<b>Year 10</b>
<b>15 years old</b>	<b>Grade 10</b>	<b>10<sup>th</sup> Grade</b>	<b>10<sup>th</sup> Grade</b>	<b>Year 11</b>
<b>16 years old</b>	<b>Grade 11</b>	<b>11<sup>th</sup> Grade</b>	<b>11<sup>th</sup> Grade</b>	<b>Year 12</b>
<b>17 years old</b>	<b>Grade 12</b>	<b>NA</b>	<b>12<sup>th</sup> Grade</b>	<b>Year 13</b>

Grade placement is normally by age criteria as indicated here. In the event of a requested exception for either grade advancement or grade retention, the Management Board, the relevant Assistant Principal and Programme Coordinator must be consulted. All parties must agree to the exceptional enrollment or grade adjustment. The student's grade level will then be reviewed each year to ensure they are meeting the academic, social, and emotional demands of the grade level in the case of grade advancement or that they are properly challenged by the grade level in the case of grade retention.



## **4. Academic & Language Assessment at Entry**

### **Preschool and Grade 0**

For Preschool classes and Grade 0, placement is made according to age criteria. In cases where a student is either too far ahead or too far behind most other students in the class, the placement of the student in a different class may be considered in the first month, following discussion with teachers and parents, but only if the move is in the best interests of the student

### **Grades 1-3**

For students joining BIS in Grades 1-3, initial placement is normally made according to age criteria, with consideration also given to previous school grade level and performance. If a student has not attended kindergarten or school prior to joining BIS, and does not speak English well, they are likely to be placed in a lower grade than their age level, to provide the right environment for initial schooling. All academic progress and understanding is monitored closely in the first month to determine appropriate English language support if required and/or possible movement between classes in discussion with teachers and parents, where this is in the best interests of the student.

Grade 2 and 3 students who speak a language other than, or in addition to, English at home will be given the WIDA MODEL Online English proficiency test prior to beginning their studies at BIS. This test identifies their speaking, listening, reading, and writing levels in English. Students must obtain an overall composite proficiency level of 5.5 or higher with a minimum oral language proficiency level of 4 in order to graduate from English Language Acquisition (ELA) lessons. The test is administered to all ELA students in the spring to determine their level and if continued ELA support is needed or not. Exceptions to the graduation requirement may be made if the homeroom teacher, ELA teacher, Primary ELA Coordinator, and parents agree it is in the best interest of the student.

### **Grades 4-5**

For students joining BIS in Grades 4-5, placement is normally made according to age criteria, with consideration also given to previous school grade level and performance. All academic progress and understanding is monitored closely in the first month to determine appropriate English language support if required and/or possible movement between classes in discussion with teachers and parents, where this is in the best interests of the student.

Grade 4 and 5 students who speak a language other than, or in addition to, English at home will be given the WIDA MODEL Online English proficiency test prior to beginning their studies at BIS. This test identifies their speaking, listening, reading, and writing levels in English. Students must obtain an overall composite proficiency level of 5.5 or higher with a minimum oral language proficiency level of 4 in order to graduate from English Language Acquisition (ELA) lessons. The test is administered to all ELA students in Term 3 to determine their level and if continued ELA support is needed or not. Additional ELA payment is required for any student with a WIDA MODEL overall composite proficiency level lower than 5.5 and/or an oral language proficiency level lower than 4. Exceptions to the graduation requirement may be made if the homeroom teacher, ELA teacher, PYP ELA Coordinator, and parents agree it is in the best interest of the student.

### **Grades 6-8**

For students joining BIS in Grades 6-8, placement is normally made according to age criteria, with consideration also given to previous school grade level and performance.

Grade 6-8 students for whom English is not a first language will have an online English assessment test prior to enrolment. Students with limited English for their grade level may not be enrolled, or be enrolled subject to payment of additional fee for English tuition which continues until they no longer need additional English support. Additional ELA payment is required for any student not achieving a score of 78 on the Oxford English Placement test. After enrolment, students are routinely assessed for their English and Math level to decide

appropriate language support if required and/or possible movement between classes in discussion with teachers and parents, where this is in the best interests of the student.

### **Grades 9-10**

Students entering Grades 9-10 class as initial entry to BIS are normally placed according to age criteria, with consideration also given to previous school grade level and performance. Students for whom English is not a first language will have an informal assessment of their level before their first day of school where possible, to enable adequate preparation on the part of the school. Students must also have an entry interview with the High School Assistant Principal or the IGCSE Coordinator or the Head of School. Students with limited English for their grade level will take English examinations and may not be enrolled, or be enrolled subject to payment of additional fee for English tuition which continues until they no longer need additional English support. Additional ELA payment is required for any student not achieving a score of 78 on the Oxford English Placement test.

### **Grades 11-12**

Students entering Grades 11-12 as initial entry to BIS placement are normally placed according to age criteria, with consideration also given to previous school grade level and performance. Students for whom English is not a first language will have an informal assessment of their level before their first day of school where possible, to enable adequate preparation on the part of the school. Students must also have an entry interview with the Diploma Programme (DP) Coordinator and the High School Assistant Principal or the Head of School. Students with limited English may not be enrolled, or be enrolled subject to payment of additional fee for English support. The English support payment is required for any student not achieving a score of 78 on the Oxford English Placement test. Provided BIS is able to meet the academic and learning diversity and inclusion needs of a student, enrolment is possible, with options to:

1. **Complete the National State Certificate for Secondary Education at the end of Grade 11**, with examination in Russian or Kyrgyz language (provided the relevant Grade 9 state examinations have been completed successfully in Grade 9). A student may then leave school at the end of Grade 11, or continue to Grade 12 for the BIS High School Diploma and/or the IB Diploma, provided relevant courses are completed in Grade 11 and Grade 12.
2. **Take IB DP courses in Grade 11 and Grade 12 to meet the requirements of the BIS High School Diploma** described in Annex 1 of this policy. The BIS High School Diploma is accredited by the New England Association of Schools and Colleges (NEASC) Council for International Education, and is recognized in the same way as a High School Diploma from a school in North America. Students choosing option 2 may also choose option 1, provided they meet the criteria for option 1.
3. **Enrol in and complete the full IB Diploma Programme (DP)** which is a rigorous and intensive pre-university education programme which requires full commitment from students but is accessible to a wide range of students. Any student who has already successfully completed a broadly-based education programme will succeed in the DP if they are self-organised and work hard. Students choosing option 3, will qualify for BIS High School Diploma in addition to the IB Diploma, provided they meet the criteria in Annex 1, and may also choose option 1, provided they meet the criteria for option 1.

### **Specific conditions for enrollment in the full IB Diploma Programme**

In addition to completing the standard enrolment application and attending the interview, applicants for the full IB Diploma Programme must:

1. Provide a Personal Statement explaining why they would like to enroll in the full DP;
2. Complete the subject choice option survey, available from the DP Coordinator or DP Administrator;
3. Achieve a minimum of 5 C grades at IGCSE, with a minimum of a C in any subject to be studied at

Higher Level in the DP (if studied at IGCSE level), OR provide documentary evidence of completing a very good broadly-based education program to age 16 in English, OR pass BIS entrance examinations in English and Mathematics prior to entry.

4. Students not meeting the criteria specified in point 3 will be considered individually by the DP Coordinator, High School Assistant Principal and Head of School.

Admission to the full DP may be denied if there is:

1. Insufficient evidence that a student is fully committed and has a good work ethic;
2. Insufficient evidence that the student's English level enables them to access the full curriculum;
3. Insufficient evidence that the student has the capacity to complete the programme.

Applications for the full DP, starting in Grade 11, will not be accepted after the October term break except in cases where the student is transferring to BIS from another school with the IB DP.

In order to receive promotion to the second year of the full DP, a student is required to:

- have a total of 24 points in 6 subjects, with minimum 3 in 5 subjects;
- satisfactory Extended Essay progress;
- an up to date CAS portfolio.

Students not meeting these requirements will be invited by the DP Coordinator to discuss their case, and take precautionary measures, in coordination with staff and parents. Grade 11 students will be informed of the above requirements by the DP Coordinator at the start of their course and will be reminded of these expectations as deemed appropriate by teachers, Heads of Departments and the DP Coordinator. Any student not meeting these standards may be taken out of the full IB DP and assigned only DP courses leading to the BIS High School Diploma at graduation at the end of Grade 12.

Students entering BIS in Grade 12 may only join the full DP if they transfer from the IB DP at another institution, provided the transfer is approved by the DP Coordinator at BIS.

## 5. Learning Diversity and Inclusion Needs Assessment at Entry

A student has significant learning diversity and inclusion needs if they:

- Have significantly greater **ability** in learning than the majority of students in their age group; or
- Have significantly greater **difficulty** in learning than the majority of students in their age group; or
- Have a disability which prevents or hinders them from making use of an educational facility of a kind generally provided for students of the same age within the school; or
- Have a disability which prevents or hinders them from learning or performing compared to students of the same age within the school.

Students with any of these significant needs will be considered for admission following evaluation by the school's support services and an agreement with the family regarding the provision of any individual support in accordance with the 'Learning Diversity and Inclusion Policy' of BIS.

Students will normally be accepted provided that there are good prospects of meeting their needs without unduly prejudicing the education and the welfare of other students. However, there will be cases when BIS is unable to provide or make available the specialist help required, either due to lack of resources or local availability, and in these cases a place will not be offered.

Assessment will be made by the Learning Diversity, Inclusion and Counseling Coordinator and a decision taken jointly with the relevant Assistant Principal, and/or Head of School, and the child's parents/guardians following assessment. If the child is accepted, the Learning Diversity, Inclusion and Counselling Coordinator is responsible for oversight of all special arrangements for the student.

## 6. Class Size

### Preschool 1 (Age 2-3)

Maximum 10 students. The class will have 2 staff for up to 10 students.

### Preschool 2 (Age 3-4)

Maximum 10 students. The class will have 2 staff for up to 10 students.

### **Preschool 3 (Age 4-5)**

Maximum 15 students. The class will have 2 staff for up to 14 students and 3 staff for more than 14 students.

### **Grades 0-5 (Age 5-11)**

Maximum 20 students in a class group. Each Primary class has a Homeroom teacher and a Co-Teacher plus subject teachers. Actual class size limits may be lower than 20 for particular groups depending on classroom allocations. Any lower limit requirement is as approved by the Management Board for a particular class and time period.

### **Grades 6-12 (Age 11-18)**

Normally maximum 36 students in a year grade group. Most individual classes are limited to maximum 20 students in a group, due to physical space and subject restrictions, although some teaching spaces are limited to 24 students. Grade levels may be 'full' with less than 36 students if student numbers in specific subject classes mean that individual class limits are at the maximum level.

## **7. Scholarships**

BIS has a Scholarship Fund to be used solely for scholarships for gifted but disadvantaged children who cannot meet the School fees. Scholarships are widely advertised and available on an open competitive basis through student examination and assessment of parental wealth and income. The Governing Board establishes clear criteria for availability of Scholarships, student assessment, assessment of parental wealth and income, and application procedures. All criteria and procedures are publicly available via the School website. Any student who is awarded a Scholarship automatically receives a 20% discount on the standard school fee. This discount is made against school operating costs and is not compensated by payment from the Scholarship Fund. The Scholarship Fund may contribute from 20% to 70% of the full school fee (before discount) dependent on assessment of parental wealth and income (i.e. need). Therefore, students on the highest Scholarship award must cover at least 10% of the full fee from their own resources or from individual sponsors, rising to 60% of the full school fee for those on the lowest Scholarship award. Any use of the Scholarship Fund must be approved in advance by the Governing Board, or by a Scholarship Committee established under the Governing Board, which reports on all decisions to the Governing Board.

## ANNEX 1: MINIMUM STANDARDS TO BE AWARDED A HIGH SCHOOL DIPLOMA

The Bishkek International School 'High School Diploma' is awarded to all graduating students who meet the following minimum standards<sup>1</sup>:

1. Credits (full academic year course<sup>2</sup>) in the following subject areas<sup>3</sup>:
  - English - minimum 4 credits
  - Other Language – minimum 4 credits
  - Mathematics – minimum 4 credits
  - Science – minimum 4 credits
  - Computer Science – minimum 2 credits
  - Individuals & Societies – minimum 4 credits
  - Creative & Elective courses (may be in the categories listed above) – minimum 4 credits
2. Physical Education program completed<sup>4</sup>
3. Community Service program completed<sup>5</sup>
4. Life Skills curriculum completed<sup>6</sup>
5. Minimum 2.0 unweighted GPA<sup>7</sup>

### Notes:

<sup>1</sup>Students transferring into BIS High School in years 2, 3, or 4 must provide documentary evidence of achieving these standards (or the equivalent based on previous school requirements) during their high school years at another school, and must achieve the relevant pro-rata standards in their years at BIS.

<sup>2</sup>Minimum 70% attendance in the course is required to receive a credit.

<sup>3</sup>Any individual subject group credit requirement may be reduced by one or two credits (except English), provided the overall number of credits achieved is at least 14 credits in the first two years of High School and 10 credits in the last two years of High School

<sup>4</sup>PE is one period a week during High School and must be completed like every other course.

<sup>5</sup>A Community Service program approved by the school must be completed in each academic year. In Grades 9 and 10, the community service programme must be completed, as approved by the High School Principal. In Grades 11 and 12 the full Creativity, Activity and Service (CAS) programme must be completed by all students, even if not taking the IB Diploma.

<sup>6</sup>The Life Skills curriculum is provided for one period a week in Grades 9-10 and during Form class, and during Form Class in Grades 11-12. Minimum 70% attendance is required each year.

<sup>7</sup>GPA score is calculated by dividing total GPA points by total credits. GPA scores are rounded to one decimal place with a 0.05 rounded up every time. The only exception if the score is 3.95 or higher and not a perfect 4.0, it is rounded to two decimal places. GPA grade conversion table from the IB Diploma and IGCSE is shown below.

Grade Conversion Table			
IGCSE GPA		IB Diploma GPA	
Grade	IGCSE	Grade	DP SL or HL
A*	4.0	7	4.0
A	3.8	6	3.8
B	3.5	5	3.5
C	3.0	4	3.0
D	2.0	3	2.0
E	1.5	2	1.0
F	1.0	1	0
G	0.5	-	-
U	0	-	-

The valedictorian designation is determined by the highest GPA score for the last two years of High School only. Multiple valedictorians are possible if several students earned the same top GPA after the scores have been rounded.