Credit Recovery

School systems may choose to offer students who have been unsuccessful in mastering content or skills required to receive course credit the opportunity to apply for **Credit Recovery**. Credit Recovery study is based on deficiencies rather than a repeat of the entire course. Students who have not achieved a baseline average of 40 or above (on a 100-point scale), or its equivalent on a locally adopted grading scale must repeat the entire course.

LEAs should be aware that the National Collegiate Athletic Association (NCAA) does not recognize Credit Recovery for course credit and advise athletes accordingly or prohibit their participation.

LEAs offering Credit Recovery shall develop program rules, regulations and explanations of limitations, and processes and shall provide them in writing to students, parents/guardians, and the Alabama State Department of Education (ALSDE). At a minimum, they must address the following guidelines for admission and removal, instruction, content and curriculum, grading policy and an explanation of limitations:

1. **Admission and Removal**
    LEA rules and regulations, or procedures for admission to and removal from Credit Recovery programs, may include but not be limited to, attendance, discipline, availability of coursework, availability of space, appropriate progress, and grades. At a minimum, these procedures should:
    a. Require students to complete the Credit Recovery Request Form (Attachment A).
    b. Require parent/guardian consent.
    c. Require students to have earned a **baseline average of 40 or above** on a 100-point scale or the equivalent on a locally adopted grading scale.

2. **Instruction**
    All Credit Recovery classes should be under the supervision of a trained teacher/facilitator.
    a. Teachers of teacher-based programs shall be certified in the core academic area they are teaching.
    b. Facilitators of computer-based programs:
        i. Shall be certified teachers.
        ii. Shall receive training pertaining to course organization, online/computer-based instruction management, and related technology.
    c. Facilitators of online A C C E S S courses provided by the ALSDE and which have a certified teacher in the core academic area being recovered shall:
        i. Be adults approved by the local school board.
        ii. Receive professional development in online methodology and technical aspects of Web-based instruction.
    d. Content standards and concepts to be addressed in Credit Recovery courses may be determined by the following criteria:
        i. The teacher who assigned the failing grade to the student identifies the course of study content standards that were not met by the student.
        ii. A course and skill-specific diagnostic tool provided by the software vendor may be used to identify the standards for instruction.

      iii. A comprehensive school or school system test such as a semester exam, a final exam, or a test designed specifically for the Credit Recovery program shall be used to identify unmet standards in a course.

3. **Content and Curriculum**
   a. Credit Recovery content may be delivered certified t e a c h e r in the core academic area.
   b. Credit Recovery content may be delivered by computer-based programs facilitated by a certified teacher trained on course organization and class management.
   c. Credit Recovery may be delivered through ALSDE instructional technology (ACCESS) <u>under the supervision of a trained facilitator approved by the local school board.</u>
   d. Credit Recovery curriculum shall be aligned with the Alabama academic content standards approved by the Alabama State Board of Education.

4. **Grades**
   a. LEAs are responsible for establishing specific uniform procedures for evaluation of student progress and awarding of final grades in Credit Recovery programs not to exceed a final score of **70** on a 100-point scale.
   b. Options available for Credit Recovery programs include the following:
      i. LEAs shall establish a grading formula that may or may not include the original failing grade in the calculation of the final Credit Recovery grade.
      ii. LEAs may choose the option of grade forgiveness in which an original grade of F may be replaced—**for calculation of grade point average**—with a grade of D or C dependent upon the student's performance in Credit Recovery. **A student's failing grade should never be removed from the permanent record.**
      iii. The Credit Recovery grade shall be included in computing the student's overall Grade Point Average.
5. **Limitations**
   a. LEAs should advise students that the National Collegiate Athletic Association (NCAA) does not recognize Credit Recovery for course credit and advise athletes accordingly or prohibit their participation.
   b. A student will not receive higher than a 70 for Credit Recovery.
   c. The original failing grade must remain on the permanent record.

A sample Credit Recovery Plan, with all required forms and components, is available for use by LEAs in development of their individual school Credit Recovery Plan <u>and is attached (Attachments B & C) to this document.</u>

<u>LEAs offering Credit Recovery are required to annually review and update their current plan and resubmit to the Instructional Services division of the ALSDE no later than the second Tuesday in May every year.</u>
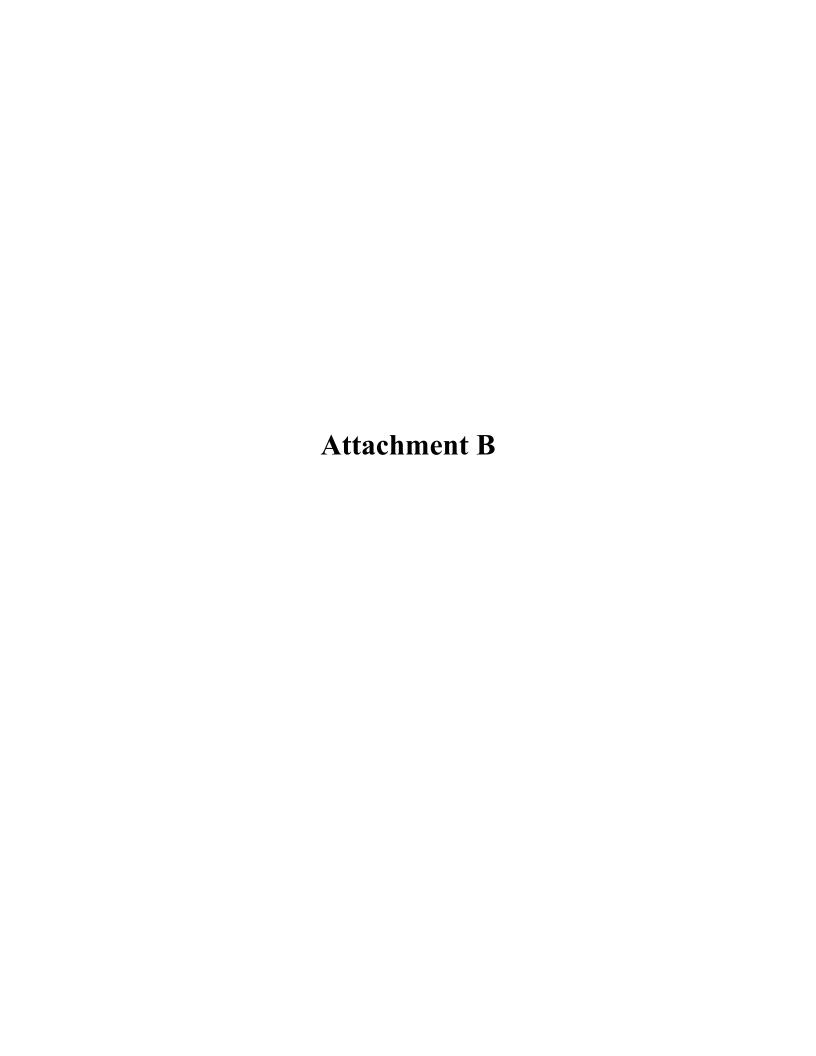
Attachment A

(Place on School Letterhead)

CREDIT RECOVERY REQUEST FORM

I, _____, request consideration for Credit Recovery in
        (Student name)

_____. I have read the requirements for admission to the Credit
        (Name of course failed)

Recovery program and understand my responsibilities if admitted. I am aware that a **maximum grade of 70** is available through Credit Recovery and that should I desire a higher grade, I will be required to take the entire course through traditional methods.   I understand that the National Collegiate Athletic Association (NCAA) does not recognize Credit Recovery for course credit and that my original failing grade will remain on my permanent record. My signature and that of my parent/guardian convey our understanding of this grading procedure and all other requirements associated with the Credit Recovery program.

_____
Student Signature   Date

_____
Parent Signature   Date

_____
Teacher of Course Failed Signature   Date
Attached Documentation

_____
Counselor Signature   Date

_____
Principal Signature   Date

Attachment B

Sample High School Credit Recovery Plan

In accordance with the guidelines of the Alabama Department of Education (ALSDE), the _____School System will offer students who have received failing grades in courses that are required for graduation an opportunity to recover the lost credit through a standards-based approach that will target specific knowledge and skill deficits instead of requiring the student to repeat the entire course. Such students must meet eligibility requirements to apply, and the Credit Recovery Program must be operated under the guidelines established by the ALSDE and the local education agency (LEA).

Student Failure Reports

Teachers that have students with failing grades in courses that are necessary for graduation will be required to submit a student-specific report which identifies course standards that were not met in the applicable grading term (Attachment _____). These reports may be used in combination with course and skill-specific diagnostic tools provided through software vendors and/or school or school-system assessments, **all of which must be aligned with the Alabama Course of Study content standards for the course being pursued through Credit Recovery**.

Student Eligibility, Admission, and Removal

Students are eligible to apply for Credit Recovery if the final grade earned in a course required for graduation was between 40 or above. Alternatively, such a student can choose to repeat a course in its entirety during the next regular school term.

Students must complete an application (Attachment _____) to request placement in a Credit Recovery Program. The student and parent/guardian must sign the application to consent to placement in the program and to acknowledge agreement with the terms of admission, program requirements and limitations.

Students may be removed from a Credit Recovery Program at the discretion of the administrator supervising the program for circumstances involving serious or repeated misbehavior, failure to adhere to program attendance requirements, or failure to make adequate progress towards meeting remediation requirements.

Credit Recovery Program Authorization and Operation

A tuition fee of _____must be paid to participate in the program and will be nonrefundable should the student be dismissed from the program.

The operating hours of the program will be from _____until _____ beginning on _____through _____.

Credit Recovery programs operating during the summer term or outside the normal school hours must be supervised by an administrator.

Teachers working with students in Credit Recovery programs must be certified in the content area they are teaching or in one content area if they are facilitating a software-based program. In situations where online courses are being utilized, an approved adult employee of the school system may be used as a facilitator.

Credit Recovery Program offerings may be limited by the availability of space, teachers, or appropriate computer-based content for specific courses.

Instructional Content and Curriculum

Instruction may be delivered through a combination of computer-based instructional software and targeted small-group instruction supervised and managed by a certified teacher or through direct instruction from a teacher who is certified in the subject area of the course being recovered. Credit Recovery teachers will receive training pertaining to effective course organization and operational management of the applicable computer-based instructional software.

An individual student prescription will be developed by the Credit Recovery teacher based on failure reports completed by the student's teacher of record and skill-specific diagnostic tools which are offered by the computer-based instructional software or other approved assessments. The Credit Recovery teacher will use his or her professional judgment of this data along with any further diagnostic device deemed necessary to develop a prescriptive plan for specific standards for remediation targeted to individual students.

The student must complete his or her individual remediation plan within the published operating dates and hours of the Credit Recovery Program. Students may attempt to recover multiple credits, but one credit must be completed before attempting the next.
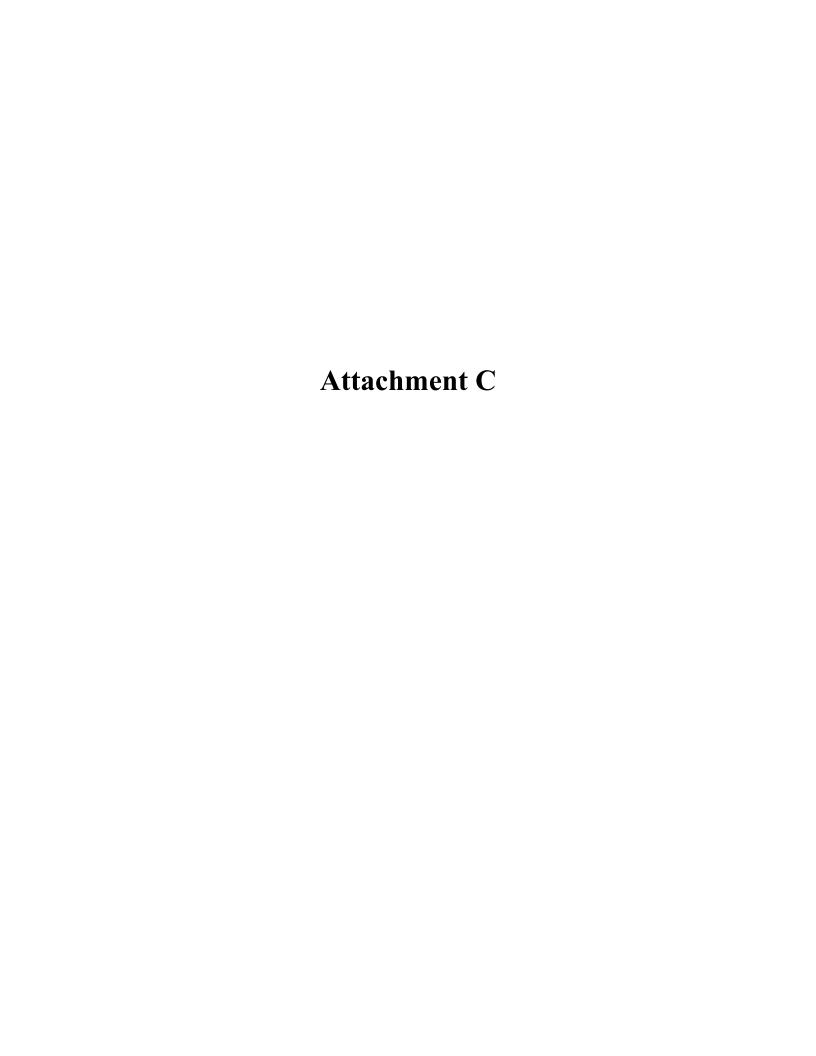
Instructional assignments, whether computer-based or teacher-based, will be aligned with the Alabama academic content standards approved by the Alabama State Board of Education.

Students will be released from the Credit Recovery Program upon successful completion of individual remediation plans regardless of the number of hours of instruction.

Grades and Credit

A maximum grade of 70 may be awarded in a Credit Recovery course.

Grade forgiveness will be used, whereby the original failing grade is replaced by the Credit Recovery grade for computing grade-point averages. The original failing grade must remain on the transcript.

Attachment C

High School Graduation Requirement Failure Report

Student Name (Last, First): _____   Final Grade: _____%

Teacher (Last, First): _____   Term (Circle): 1st sem/2nd sem/year

Subject: 9th Grade English Language Arts   School: _____

COS Title	9th Grade English Language Arts	2015
#	**Course of Study (COS) Standards**	NOT MET
1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. [RL.9-10.1]	
2	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. [RL.9-10.2]	
3	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme. [RL.9-10.3]	
4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone). [RL.9-10.4]	
5	Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise. [RL.9-10.5]	
6	Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature. [RL.9-10.6]	
7	Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's *Landscape with the Fall of Icarus*). [RL.9-10.7]	

#	COS Standards	NOT MET
8	Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare). [RL.9-10.9]	
9	By the end of Grade 9, read and comprehend literature, including stories, dramas, and poems, in the Grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range. [RL.9-10.10]	
10	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. [RI.9-10.1]	
11	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. [RI.9-10.2]	
12	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them. [RI.9-10.3]	
13	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper). [RI.9-10.4]	
14	Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter). [RI.9-10.5]	
15	Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose. [RI.9-10.6]	
16	Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account. [RI.9-10.7]	
17	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning. [RI.9-10.8]	

#	COS Standards	NOT MET
18	Analyze seminal European documents of historical significance (e.g., Magna Carta; English Bill of Rights; The Social Contract, or Principles of Political Right), including how they address related themes and concepts included in United States' documents of historical and literary significance. [RI9-10.9]	
19	By the end of Grade 9, read and comprehend literary nonfiction in the Grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range. [RI.9-10.10]	
20	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. [W.9-10.1]	
a	Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. [W.9-10.1a]	
b	Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns. [W.9-10.1b]	
c	Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. [W.9-10.1c]	
d	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. [W.9-10.1d]	
e	Provide a concluding statement or section that follows from and supports the argument presented. [W.9-10.1e]	
21	Write informative or explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. [W.9-10.2]	
a	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. [W.9-10.2a]	
b	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. [W.9-10.2b]	

#	COS Standards	NOT MET
c	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. [W.9-10.2c]	
d	Use precise language and domain-specific vocabulary to manage the complexity of the topic. [W.9-10.2d]	
e	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. [W.9-10.2e]	
f	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). [W.9-10.2f]	
22	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. [W.9-10.3]	
a	Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator, characters, or both; create a smooth progression of experiences or events. [W.9-10.3a]	
b	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. [W.9-10.3b]	
c	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. [W.9-10.3c]	
d	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. [W.9-10.3d]	
e	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. [W.9-10.3e]	
23	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 20-22 above.) [W.9-10.4]	
24	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of the first three standards in the Language strand in Grades K-9.) [W.9-10.5]	

#	COS Standards	NOT MET
25	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. [W.9-10.6]	
26	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. [W.9-10.7]	
27	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. [W.9-10.8]	
28	Draw evidence from literary or informational texts to support analysis, reflection, and research. [W.9-10.9]	
28.a	Apply *Grade 9 Reading standards* to literature (e.g., "Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]"). [W.9-10.9a]	
b	Apply *Grade 9 Reading standards* to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning"). [W.9-10.9b]	
29	Write routinely over extended time frames, including time for research, reflection, and revision, and shorter time frames such as a single sitting or a day or two for a range of tasks, purposes, and audiences. [W.9-10.10]	
30	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *Grade 9 topics, texts, and issues*, building on others' ideas and expressing their own clearly and persuasively. [SL.9-10.1]	
a	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. [SL.9-10.1a]	

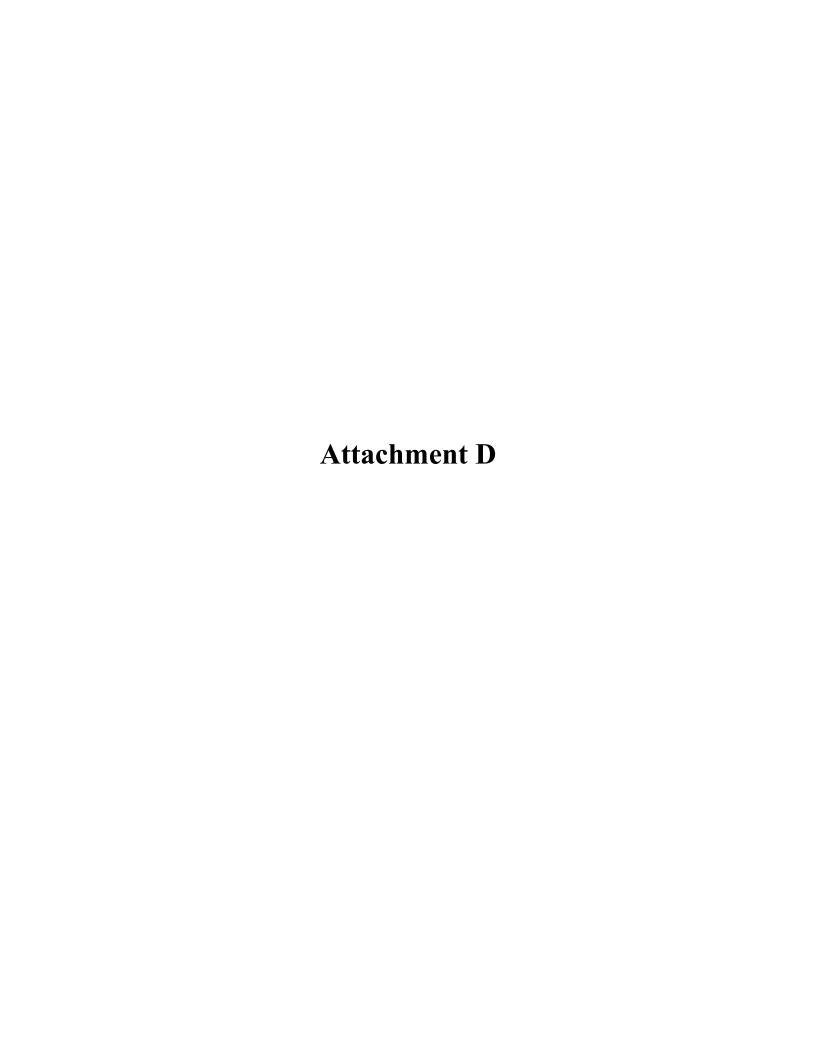| #	COS Standards	NOT MET
b	Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. [SL.9-10.1b]	
c	Propel conversations by posing and responding to questions that current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. [SL.9-10.1c]	
d	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented. [SL.9-10.1d]	
31	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally), evaluating the credibility and accuracy of each source. [SL.9-10.2]	
32	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence. [SL.9-10.3]	
33	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task. [SL.9-10.4]	
34	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. [SL.9-10.5]	
35	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See Grade 9 Language standards 36 and 38 for specific expectations.) [SL.9-10.6]	
	The following italicized standards from Grades 3-8 should have continued attention with increased rigor in Grade 9.	
	Ensure subject-verb and pronoun-antecedent agreement.	
	Recognize and correct inappropriate shifts in verb tense.	
	Recognize and correct inappropriate shifts in pronoun number and person.	

#	COS Standards	NOT MET
	Recognize vague pronouns (i.e., ones with unclear or ambiguous antecedents.	
	Vary sentence patterns for meaning, reader or listener interest, and style.	
	Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.	
	Correctly use frequently confused words (e.g., to, too, two; there, their).	
	Choose punctuation for effect.	
	Use punctuation to separate items in a series.	
	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive or parenthetical elements.	
36	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. [L.9-10.1]	
a	Apply rules of subject-verb agreement when the subject has compound parts joined by *or* with the second element as singular or plural.	
b	Apply rules of subject-verb agreement with the subjunctive mood.	
c	Use parallel structure.* [L.9-10.1a]	
d	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations. [L.9-10.1b]	
37	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. [L.9-10.2]	
a	Use commas correctly with non-essential appositives.	
b	Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. [L.9-10.2a]	
c	Use a colon to introduce a list or quotation. [L.9-10.2b]	
d	Spell correctly. [L.9-10.2c]	

#	COS Standards	NOT MET
38	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. [L.9-10.3]	
a	Write and edit work so that it conforms to the guidelines in a style manual (e.g., Modern Language Association's *MLA Handbook*, Turabian's *A Manual for Writers*) appropriate for the discipline and writing type. [L.9-10.3a]	
39	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *Grade 9 reading and content*, choosing flexibly from a range of strategies. [L.9-10.4]	
a	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. [L.9-10.4a]	
b	Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *analyze, analysis, analytical; advocate, advocacy*). [L.9-10.4b]	
c	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology. [L.9-10.4c]	
d	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). [L.9-10.4d]	
40	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. [L.9-10.5]	
a	Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text. [L.9-10.5a]	
b	Analyze nuances in the meaning of words with similar denotations. [L.9-10.5b]	
41	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. [L.9-10.6]	

(If additional failed skills or knowledge need to be related, please describe on a separate page and attach.)

Were there specific habits or behaviors that contributed to the student's grade?

What was the student's most significant strength in the class?

Was there a particular type of assignment that the student struggled with more than other assignments?

_____   _____
            Teacher   Date

Submit this form to the student's counselor when final grades are submitted.

Attachment D

High School Credit Recovery

Student Registration Form

(Please Print)

Student Name: _____ Grade Level: _____

Gender: M_____ F_____ Student#: _____ Date of Birth: _____/_____/_____

Home Address: _____

                     Street   City   State   Zip Code

Home Telephone: _____ Parent/Guardian Work Telephone: _____

Parent/Guardian Name(s): _____

Parent/Guardian Address/Telephone Number (if different from student):

_____

Emergency Contacts:
Name: Relationship to Student: Telephone Number:

_____

_____

List any prescription medication that the student must take during school or the hours of operation listed for the Credit Recovery Program:

_____

****
Step #1: Read the information regarding the _____School System's Credit Recovery Program's eligibility and guidelines for participation.

Step #2: Submit tuition payment at the time of registration to _____.
Requests for refunds must be made in writing and received by the supervising administrator prior to the first class. Students dismissed from the Credit Recovery Program are not entitled to a refund or any portion of the tuition.

Step #3: Please list the course(s) requested for Credit Recovery and the numerical grade received in that course:

_____   _____
_____   _____

Signature of Counselor from student's home school: _____

Step #4: Return this completed and signed form, along with your tuition payment, to your high school principal.

I have read and met all requirements for the _____School System's Credit Recovery Program. I have received the rules/regulations/expectations/procedures/limitations for the Credit Recovery Program and I agree to abide by all guidelines of the program.

Student Signature: _____ Date: _____

I understand that if my child does not follow all rules/regulations/expectations/procedures of the Credit Recovery Program, he/she may be dismissed from the program and will lose the opportunity to regain the lost credit through the Credit Recovery Program.

Parent/Guardian Signature: _____ Date: _____

****
This section for Office Use Only:
Date Paid: _____ Amount Paid: _____ Received By: _____