
Procedure - High School Graduation Requirements

I. Publication of Graduation Requirements

Prior to registering in ninth grade and each year thereafter, each student and his or her parents or guardians will be provided with a copy of the graduation requirements in effect for that student. Graduation requirements will also be included annually in the course catalogue at the junior and senior high schools.

II. Credit Requirements

Period of Eligibility to Earn Credits

Generally, credit towards high school graduation will be earned in grades nine through twelve. However, unless requested otherwise by the student and his/her parent or guardian, the district will award high school credit towards fulfilling graduation requirements to a student who has completed high school courses while in seventh or eighth grade if one of the following applies:

- A. The course was taken with high school students, and the student successfully passed the same course requirements and examinations as the high school students enrolled in the class; or
- B. The course taught at the 7th or 8th grade has been determined by the district to be similar or equivalent to a course taught at the high school level.

Students who have taken and successfully completed high school courses under the above circumstances shall not be required to take an additional mastery/competency examination or perform any other additional assignment to receive credit.

At the request of the student and the student's parent or guardian, high school credit earned before ninth grade may be transcribed with a nonnumerical grade, such as "pass" or "credit." A nonnumerical grade will not be included in the student's high school grade point average calculations. High school credit earned prior to ninth grade and transcribed with a nonnumerical grade will apply to fulfilling high school graduation requirements.

Before the end of eleventh grade, a student and the student's parent or guardian must inform the school if they do not want credit for the course or courses taken before attending ninth grade or if they want the credit to be transcribed with a nonnumerical grade.

Awarding of High School Credit

The district will award high school credit for successful completion of a specified unit of study. A student successfully completes a specified unit of study by doing one of the following:

- A. Earning a passing grade according to the district's grading policy;
- B. Demonstrating proficiency or mastery of content standards as determined by the district (the district will establish a process for determining proficiency or mastery for credit bearing courses of study); or
- C. Successfully completing an established number of hours of planned instructional activities to be determined by the district.

Total Number of Credits Required

<u>Credit Requirements</u>	<u>Class of 2019 and Beyond</u>
English	4 credits
Mathematics (See C below)	3 credits
Science	3 credits (2 credits lab science)
Social Studies (See B below)	3 credits
Health and Fitness	2 credits
Fine Arts* (See A below)	2 credits (1 credit can be PPR)
Career and Technical Education	1 credit
World Language* (See A below)	2 credits (2 credits can be PPR)
Electives	4 credits
Total Required Credits	24 credits

Additional Credit and Course Information

The junior high and senior high school annually publish a course catalogue which outlines which courses meet specific graduation requirements in alignment with requirements established by the State Board of Education. This course catalogue is updated annually and available on each school's website.

A. Personalized Pathway Requirement

1. In lieu of one (1.0) credit of Fine Arts and up to two (2.0) credits of World Languages, students in the Class of 2019 and beyond may choose an approved Personalized Pathway Requirement (PPR). PPRs are related courses that lead to a specific post high school career or educational outcome chosen by the student based on the student's interests and High School and Beyond Plan that may include career and technical education, and are intended to provide a focus for the student's learning.

B. Social Studies Requirement

1. Beginning with or before the 2020-21 school year one of the required social studies courses must be a one-half credit standalone civics course. Students can meet this requirement through their Civics course or AP Government courses.
2. One credit must be in United States History;
3. one-half credit must be in contemporary world history, world geography, and world problems. Courses in economics, sociology, civics, political science, international relations or related courses with an emphasis on contemporary world problems may be accepted as equivalencies.
4. Students must also complete a Washington State history and government course, although credit is not required.

C. Mathematics Requirement

Students must complete mathematics courses in the following progressive sequences:

1. Algebra I, Geometry, and Algebra II or an approved alternative, including computer science, that aligns with the students' High School and Beyond Plan.

In lieu of a third credit of mathematics, Algebra II, students may choose an alternative mathematics course, if the parent/guardian and the principal agree that the third credit mathematics elective is supportive of the student's education and career goals. Before approval of the selected third mathematics credit a meeting will be held with the student, the parent/guardian and the counselor to discuss the student's High School and Beyond Plan and the mathematics requirements for post-secondary and career choices.

The district will obtain a signed consent from the parent for the student to enroll in the alternative third credit of mathematics. The consent form will confirm the meeting, that the parent understands the impact of the selection on the student's educational and employment options, and that the alternative is the most appropriate for the needs of the student.

Students may also satisfy the mathematics credit requirements by earning equivalency based credit in career and technical education mathematics courses. Those credits must be recorded using the equivalent academic high school department designation.

D. Science Requirement

A student may substitute a computer science course aligned to state computer science learning standards as a third year of science as long as the student has not already substituted a third-year mathematics course for a computer science course. Additionally, the course may be substituted if the parent/guardian and the principal agree that the third credit mathematics elective is supportive of the student's education and career goals. Before approval of the selected third mathematics credit a meeting will be held with the student, the parent/guardian and the counselor to discuss the student's High School and Beyond Plan and the mathematics requirements for post-secondary and career choices

- E. Students can be awarded a 0.5 elective credit for the successful completion of the High School and Beyond Plan components AND completing 50 hours of volunteer service during grades 9-12.

- F. Granting Physical Education credit for successful participation in approved district or community-based athletic activities:

1. Athletics credit will include but is not limited to successful participation and season completion in district sponsored athletics and/or successful participation in approved community-based athletic activities that are not also offered by the district. Students may attain up to 0.5 credits if no waiver for Physical Education has already been granted.
 2. Athletics credit will include but is not limited to successful participation and season completion in district sponsored athletics and/or successful participation in approved community-based athletic activities that are not also offered by the district. Students may attain up to 1.0 credits if no waiver for Physical Education has already been granted.
- G. The district has identified Career and Technical Education (CTE) courses that satisfy two graduation requirements. These courses are identified annually in the course catalogue.
- H. CPR instruction will be included in the 10th grade Health class. Per Chapter 28A.231 RCW, each school district must offer instruction in cardiopulmonary resuscitation (CPR) in at least one health class required for graduation. The CPR instruction must have been developed by the American Heart of Association or the American Red Cross or be nationally recognized based on the most current national guidelines for CPR. The instruction must include use of automated external defibrillators (AED) which may be taught by video. The district may provide the CPR instruction directly or arrange it through community-based providers such as the local fire department. Students are not required to earn CPR certification for successful completion of the instruction.

III. Credits from Other Programs

The principal or designee is responsible for determining which credits will be recognized by the district for students enrolling from another state approved learning program (public school, approved private school, or home school), or from out-of-state, or out-of-country. The district will accept credits from another Washington public school, accredited state private school, accredited out-of-state public or private school to the extent the credit matches a district graduation requirement, or may be counted as an elective credit. The district will evaluate credits from unaccredited programs or home schools as described below. Decisions of the principal for credits earned outside of the district may be appealed to the superintendent or designee within fifteen school days of the notification of decision.

Alternative Programs

The district may grant credit toward graduation requirements for planned learning experiences primarily conducted away from the facilities owned, operated, or supervised by the district.

A proposal for approval of out-of-school learning activities will be submitted prior to the experience, will be at no additional cost to the district, and will include at least the following information:

- A. The name of the program or planned learning experience;
- B. The length of time for which approval is desired;
- C. The objective(s) of the program or planned learning experience;
- D. The state learning goals and related state learning standards are part of the program or planned learning experience;
- E. A description of how credits will be determined in accord with WAC 180-51-050(1);
- F. The content outline of the program and/or major learning activities and instructional materials to be used;
- G. A description of how student performance will be assessed;
- H. The qualifications of instructional personnel;
- I. The plans for evaluation of the program; and
- J. How and by whom the student will be supervised.

The district will keep a list of approved programs on file in the superintendent's office. The superintendent or designee will communicate the reasons for approval or disapproval to those making the request.

Running Start

The Running Start program allows high school juniors and seniors to attend community college classes (100 level or above) for part or all of their schedule. Students must be of junior standing or above to be eligible for the program. Students earn college credit, which is also converted and applied to their high school transcript.

In order to enroll in the Running Start program, students need to do the following:

- A. Contact the college they are interested in attending and arrange to take the ASSET or COMPASS

placement test. The test is offered at various times and results are often available the following day. Minimum scores in reading and writing are required.

- B. Speak with their counselor to assess credits needed for graduation, then decide which courses they would like to take at the college. Note that part-time Running Start students will need to coordinate college classes so that they do not interfere with their high school classes. Full-time Running Start students will generally not be enrolled in courses at the high school, even when the community college they attend is not in session. A student enrolled full-time at a college may use .2 FTE to enroll at the high school for the purpose of accessing college courses online. Students are permitted to enroll in a combined annual average of 1.2 FTE between the high school and the college.
- C. Obtain a Running Start verification form from the college or their high school counselor. The counselor will sign the form after the student completes their portion. A parent signature is required if the student is under 18 years old.
- D. Submit the verification form to the college and register for classes. Once the classes are completed, the college will notify the high school and credits will be added to the student's transcript.

Credit for Career and Technical Work-Based Learning

The district may grant credit for work experience based upon the following factors:

- A. The school will supervise the work program.
- B. The work experience will specifically relate to the student's school program.
- C. The work experience will represent growth in the student, and the type of work will have definite educational value.
- D. The work experience will provide a varied job experience.
- E. The career placement counselor will supplement the work experience with an adequate program of guidance, placement, follow-up, and coordination between job and school.
- F. The work experience may be a planned part of the credit given for a school subject (e.g., sales training class).
- G. The district may grant one credit for not less than 180 hours for instructional work based learning experience and not less than 360 hours of cooperative work based learning experience related to a student's school program. Alternatively, the district may grant one credit on a mastery/competency basis as provided under WAC 180-51-050 (1)(b).
- H. The employer will legally employ the student who must have passed his or her sixteenth birthday.
- I. The employer will file a report of the student's work record with the school, indicating the student made satisfactory progress on the job.
- J. The regular state apprenticeship program and school cooperatively develop the student's training, which meets graduation requirement standards.
- K. The program standards and procedures align with the state career and technical work based learning standards.

College in the High School

The college in the high school program is a dual credit program located on a high school campus or in a high school environment in which a high school student may earn both college credit and high school credit by achieving a passing grade in a college level course. A college in the high school program will be governed by a local contract which will include qualifications for students to enroll in the program. Additionally, applicable information regarding students in the program includes the following:

- A. Students who have not yet received a high school diploma, and are eligible to be in the ninth, tenth, eleventh or twelfth grades may participate in the high school in the college program.
- B. Students will receive credit for the courses they complete. If a student completes a course for which there is not a comparable course with the District, then an administrator will determine how many credits the student will receive for the course. Such a determination shall be issued in writing by an administrator prior to the student beginning the course.
- C. Students may be required to pay a tuition fee to receive college credit for a course. Students will not be required to pay a tuition fee for high school credit.

National Guard High School Career Training

The district may grant credit for National Guard high school career training in lieu of either required or elective high school credits. Approval by the district will be obtained prior to a student's participation in a National Guard training program as follows:

- A. MIL Form 115 or an equivalent form provided by the National Guard will be completed and filed with

- the school district; and
- B. The number of credits toward high school graduation to be granted will be calculated, and agreed upon by the student, and an authorized representative of the school district, and such agreement will be noted on MIL Form 115 or an equivalent form
 - C. The district may grant credit toward high school graduation upon certification by a National Guard training unit commander that the student has met all program requirements.

Home School Credit

Guidelines for granting high school credit for home schooling are as follows:

- A. To gain credit for a course of study, a student will provide the following:
 1. A journal that reflects the actual work completed during a home-study course of study;
 2. Exhibit(s) of any specific projects completed (e.g., themes, research papers, art and/or shop projects); or
 3. Any such other performance-based exhibits of specific course-related accomplishments.
- B. To gain credit for a course of study, a student must demonstrate proficiency at a minimum of 80% of the objectives of the course. Such testing will be available as an ancillary service of the district if it is regularly available to all students. If not, the parent may engage district-approved personnel to conduct such an assessment at a cost determined by such personnel.
- C. Credit is granted for the following approved schools:
 1. Community colleges, vocational-technical institutes, four-year colleges and universities, and approved private schools in the state of Washington, and
 2. Other schools or institutions that are approved by the district after evaluation for a particular course offering.

IV. Other Graduation Requirements

In addition to the minimum credit requirements, to earn a diploma each student must:

A. Complete a High School and Beyond Plan

Each student must have a high school and beyond plan to guide the student's high school experience and inform course taking that is aligned with the student's goals for education or training and career after high school. The district encourages parents and guardians to be involved in the process of developing and updating students' high school and beyond plans.

High school and beyond plans must be initiated for students during the eighth grade to guide their high school experience and prepare them for postsecondary education or training and their careers. In preparation for initiating a high school and beyond plan, each student must be administered a career interest and skills inventory that will help inform the student's ninth grade course taking and initial identification of his or her education and career goals.

High school and beyond plans will be updated at least annually to reflect high school assessment results and revise as necessary for changing interests, goals, and needs. Each student's high school and beyond plan will be updated to inform junior year course taking. The high school and beyond plan will include academic supports and courses that will enable the student to meet high school graduation requirements and graduation pathway requirements.

Information about the college bound scholarship program will be provided to students in accordance with Chapter 28B.118 RCW.

For students with an individualized education program (IEP), the high school and beyond plan must be developed and updated in alignment with their IEP, but in a similar manner and with similar school personnel as for all other students.

All high school and beyond plans will, at a minimum, include the following:

1. Identification of career goals, aided by a skills and interest assessment;
2. Identification of educational goals;
3. Identification of dual credit programs and the opportunities they create for students, including eligibility for automatic enrollment in advanced classes under RCW 28A.320.195, career and technical education programs, running start programs, AP courses, and college in the high school programs;
4. Information about the college bound scholarship program established in chapter 28B.118 RCW;

5. A four-year plan for course taking that does the following:
 - a. Includes information about options for satisfying state and local graduation requirements;
 - b. Satisfies state and local graduation requirements;
 - c. Aligns with the student's secondary and postsecondary goals, which can include education, training, and career;
 - d. Identifies course sequences to inform academic acceleration, as described in RCW 28A.320.195, that include dual credit courses or programs and are aligned with the student's goals (Beginning in the 2021-2022 school year) and;
6. Evidence that the student has received the following information on federal and state financial aid programs that help pay for the costs of a postsecondary program:
 - a. Information about the documentation necessary for completing the financial aid applications including the free application for federal student aid (FAFSA) or the Washington application for state financial aid (WASFA); application timelines and submission deadlines; the importance of submitting applications early; information specific to student who are or have been in foster care; information specific to students who are, or are at risk of being, homeless; information specific to students whose family member or guardians will be required to provide financial and tax information necessary to complete the application; and
 - b. Opportunities to participate in sessions that assist students and, when necessary, their family members or guardians, fill out financial aid applications.
7. By the end of the twelfth grade, a current resume or activity log that provides a written compilation of the student's education, any work experience, and any community service the student completed.

B. Complete fifty hours (50) of volunteer service during the course of their high school career, grades 9-12. This local requirement can be waived by the principal or designee under certain circumstances.

C. Meet the Washington State history and government requirement. If this course is taken in 7th or 8th grade, it fulfills the requirement but no high school credit will be awarded.

D. Meet the Graduation Pathways Requirement

Students in the class of 2020 and beyond will pursue one or more of the pathway options described below to demonstrate career and college readiness as long as the option chosen is in alignment with the student's high school and beyond plan. Students may meet the Graduation Pathway Requirement through the following possible options outlined below:

College and Career Readiness – Students can meet this pathway in English language arts and Math through the Statewide High School Assessment (SBA Exam), Dual Credit Courses, Advanced Placement Courses, SAT or ACT Scores. A student may demonstrate career and college readiness by meeting any combination of at least one English language arts option and at least one mathematics option described above. See the detailed table below for this pathway:

Demonstrate COLLEGE-CAREER READINESS in <u>ELA & MATH</u>	
English Language Arts (Complete ONE)	Math (Complete ONE)
SBA ELA with 2548	SBA MATH with 2595
ACT Writing with 14	ACT Math with 16
SAT w/ESSAY with 410	SAT Math with 430

AP Exam (3+) OR AP course grade (C+) <ul style="list-style-type: none"> ● AP English Language ● AP English Literature ● AP Psychology ● AP US History ● AP US Government & Politics 	AP Exam (3+) OR AP course grade (C+) <ul style="list-style-type: none"> ● AP Calculus ● AP Statistics ● AP Computer Science Principles ● AP Computer Science A
<input type="checkbox"/> Dual Credit ELA credit <input type="checkbox"/> Running Start (100+ level ELA course)	<input type="checkbox"/> Dual Credit MATH credit <input type="checkbox"/> Running Start (100+ level math course)

Career and Technical Education Courses Pathway

A student may demonstrate career and college readiness by completing a sequence of career and technical education courses that are relevant to a student’s postsecondary pathway that meet either the curriculum requirements of core plus programs for aerospace, maritime, health care, information technology, or construction and manufacturing; or the minimum criteria identified in WAC 180-51-230 and RCW 28A.700.030.

Demonstrate CAREER READINESS through <u>CTE Graduation Pathway</u> *please see “ <u>University Place CTE Graduation Pathways</u> ” handout for specific sequences/program pathways	Students can meet a pathway requirement by completing designated CTE course pathways* connected to their HIGH SCHOOL and BEYOND PLAN. Students must complete a district approved 2 credit sequence. <u>Fulfills both ELA & Math requirements.</u>
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Demonstrate Military Readiness through Armed Services Vocational Aptitude Battery (ASVAB)

- A student may demonstrate career and college readiness by meeting standard in the armed services vocational aptitude battery.

Demonstrate MILITARY READINESS through <u>ASVAB</u>	Students can meet a pathway requirement by scoring a 31 on the ASVAB. Students must take the ASVAB while in high school. <u>Fulfills both ELA & Math requirements.</u>
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Expedited Appeal Process for Waiving Student Assessment Requirements

For the graduating classes of 2017, 2018, 2019, and 2020, an expedited appeal process for waiving specific requirements in RCW 28A.655.061 pertaining to the certificate of academic achievement and the certificate of individual achievement is available for eligible students who have not met the state standard on the English language arts statewide student assessment, the mathematics high school statewide student assessment, or both. The student or the student’s parent, guardian, or principal may initiate an appeal with the district and the district has the authority to determine which appeals to submit to the superintendent of public instruction for review and approval.

Expedited Assessment Appeal (*ends with the class of 2020) Or Additional OPTIONS for students with an IEPs other than WA-AIM (*ends with the class of 2021)	<ul style="list-style-type: none"> ● Expedited Assessment Appeal *ends with class of 2020) Or <ul style="list-style-type: none"> ● WA-AIM ELA (104)/MATH (103) ● CIA Cut Score for ELA and/or MATH* ● Off Grade Level SBA for ELA and/or MATH* ● LDA (Locally Determined Assessment) in ELA and/or MATH*
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V. Students with an Individualized Education Plan (IEP)

Certificate of Individual Achievement: Alternate Graduation Requirements *(only available for students through the class of 2021)*

- When a student is unable to meet graduation requirements due to the impact of their disability, and are in the graduation class of 2021 or earlier, the student's IEP team has the ability to determine alternate graduation requirements. The student's IEP team determines, based on their High School and Beyond Plan and IEP Transition Plan, the student's individual plan for graduation, which results in a Certificate of Individual Achievement (CIA) upon graduation. A CIA may be earned by using multiple measures to demonstrate skills and abilities in alignment with the student's IEP.
- Students earning a CIA may pass alternate state assessments including the WA-AIM, Locally Determined Assessment (LDA), or the Off-Grade Level to meet the state testing requirement and may have courses substituted as outlined in their IEP that meets their learner characteristics and post-secondary goals.

Graduation Requirements for Students with IEPs *(beginning with the class of 2022)*

The role of the IEP team is focused on designing a student Individual Education Plan (IEP), including transition services aligned with their High School and Beyond Plan, as needed to support the student in meeting the district's graduation requirements (required credits/credit substitutions, High School and Beyond Plan, Graduation Pathways Requirement).

In addition, the IEP team will use the following process to support a student meeting graduation requirements:

- A. Beginning no later than the first IEP, when the student turns 16 (or younger), the IEP team will align the student's High School and Beyond Plan and Transition Plan.
 1. Appropriate measurable postsecondary goals based upon age appropriate transition assessments related to training, education, employment, and, where appropriate, independent living skills; and the transition services including courses of study needed to assist the student in reaching those goals.
 2. The Transition Plan is updated annually based on the student's strengths, needs, preferences and interests.
- B. As an outcome of the discussion, the IEP team will document services, supports and accommodations/modifications based on the student's individual needs and the student's Graduation Pathway Requirements.
- C. Modifications to the district's graduation requirements may include:
 1. Attainable alternate coursework or individualized activities substituted for graduation credit requirements which are aligned to the student's High School and Beyond Plan and Transition Plan;
 2. A determination of the student's expected graduation date which may extend beyond four years in order to receive educational or transition services. The student may remain in school up to and including the school year in which the student reaches twenty-one years of age.
- D. Any decision that modifies the district's graduation requirements will be made through the IEP process. Annually or as needed, the IEP will be reviewed or revised to accommodate the student's progress and development.

VI. Seal of Biliteracy

To be awarded the Washington Seal of Biliteracy, graduating high school students must meet the following criteria:

- A. Demonstrate proficiency in English by (1) meeting statewide minimum graduation requirements in English as established by the Washington State Board of Education and (2) meeting state standards on the reading and writing or English language arts assessment; and
- B. Demonstrate proficiency in one or more world languages. For purposes of this section, "world language" is defined as a language other than English, including American Sign Language, Latin, and Native American or other indigenous languages or dialects. Proficiency may be demonstrated by one of the following methods:
 1. Passing a foreign language Advanced Placement exam with a score of 3 or higher;
 2. Passing an International Baccalaureate exam with a score of 4 or higher;
 3. Demonstrating intermediate-mid level or higher proficiency on the American Council on Teaching of Foreign Languages (ACTFL) guidelines using assessments approved by OSPI for mastery/competency-based credits; and demonstrating proficiency using reading assessments approved by OSPI (when developed);
 4. Qualifying for four mastery/competency-based credits by demonstrating proficiency in speaking, writing, and reading the world language at intermediate-mid level or higher on the ACTFL proficiency guidelines according to Policy 2409, Credit for Competency-Proficiency; or
 5. Demonstrating proficiency in speaking, writing, and reading the world language through other national or international assessments approved by OSPI. OSPI and the federally recognized Tribes in Washington have a language proficiency system in place to determine tribal language proficiency with students for the Seal of Biliteracy."

VII. Graduation Ceremonies

If students fulfill graduation requirements by the end of the last term of their senior year, they may participate in a graduation ceremony. Each student will be awarded a diploma after satisfactorily completing local and state requirements. Upon request, each graduating student will receive a final transcript. Each student will be notified of this opportunity at least one month prior to the close of the school term.

Any student receiving services under an IEP who will continue to receive such services between the ages of 18 and 21 will be allowed to participate in a graduation ceremony and activities after four years of high school attendance with his or her age-appropriate peers and receive a certificate of attendance, which is not a high school diploma. Students will receive a diploma when they complete their graduation requirements.

Graduation ceremonies will be conducted in the following manner:

- A. Each participating student must participate in the graduation ceremony rehearsal. Each student who participates will purchase the proper cap and gown as designated by the school administration and the class advisor and officers.
- B. Caps and gowns will be worn in the proper manner, as designated by the school administration and class advisor. The district recognizes the importance of students who are citizens or descendants of sovereign tribal nations of wearing traditional regalia and other items of cultural significance, including an eagle feather or cedar, during graduation ceremonies. These will be allowed with prior approval from the principal or designee.
- C. Students who participate will use good taste in their choice of accessories for their attire.
- D. Each student who participates will cooperate with the class advisor and participate in all parts of the graduation ceremonies.
- E. Failure to comply with the above requirements may forfeit a student's privilege to participate in the graduation ceremonies.

VIII. WITHHOLDING OF A DIPLOMA

The district may withhold a student's diploma or transcript until the student pays for any school property the student has lost or willfully damaged. Upon payment for damages, or the equivalency through voluntary work, the district will release the diploma or transcript. When the damages or fines do not exceed \$100, the student or his/her parents will have the right to an appeal using the same process as used for short-term suspension as defined in Policy 3241, Student Discipline. When damages are in excess of \$100, the appeal process for long-term suspension as defined in Policy 3241, Student Discipline, will apply. The district may, in its discretion, choose to offer in-school suspension in these circumstances.

In the event that the district has imposed other forms of corrective action for violations of school rules, the district may deny the student's participation in graduation ceremonies. Such exclusion from graduation ceremonies is regarded as a school suspension. In such instances, the district will grant the diploma.

Adoption Date: 09/25/13

Classification: **Essential**

Revised Dates: 08/13/14, 02/25/15, 08/08/17, 1/11/18, 4/03/19, 05/15/20, 7/28/21