

# **Evaluating Non-Manitoba Course Completions for Senior Years Credits**

A Guide for School  
Administrators





EVALUATING NON-MANITOBA  
COURSE COMPLETIONS FOR  
SENIOR YEARS CREDITS

A Guide for School Administrators

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# Introduction

This document, developed by Manitoba Education and Training (the department), outlines considerations, procedures, and resources to assist school administrators in making decisions about the educational credentials and appropriate placement of students who transfer to the Manitoba school system from another jurisdiction within or outside Canada, from a non-funded independent school in Manitoba, or from home schooling. Principals of schools are responsible for making placement decisions, as well as for determining whether non-Manitoba course completions should receive Manitoba Senior Years credit(s). This authority is set out in the *Education Administration Miscellaneous Provisions Regulation 468/88 R* ([http://web2.gov.mb.ca/laws/regs/current/\\_pdf-regs.php?reg=468/88R](http://web2.gov.mb.ca/laws/regs/current/_pdf-regs.php?reg=468/88R)) made under *The Education Administration Act*.

The department allows course credits completed in non-Manitoba schools by students who are registering in Manitoba schools to be evaluated and accepted as Senior Years credits. Once accepted, these credits can be used to meet Manitoba high school graduation requirements.

*Non-Manitoba credits* refer to courses that are neither developed nor approved by the department. The course codes to be used in recording these credits are identified in this document, based on the current *Subject Table Handbook: Student Records System and Professional School Personnel System* (<http://www.edu.gov.mb.ca/k12/docs/policy/sth/index.html>) (Manitoba Education). A distinct code is used for each compulsory subject area. One code applies to all optional courses. No distinction is made between in-province and out-of-province learning. Non-Manitoba credits may have been completed in a school from out-of-province, in a non-funded independent school in Manitoba, or in home schooling.

Students entering Manitoba's public school system as resident pupils\* or as international students\*\* should have their pre-existing Grades 9 to 12 course completions evaluated to determine whether Manitoba credit(s) can be granted. Thereafter, they should be placed in courses that will allow them to obtain the Manitoba high school diploma and achieve their educational and career goals.

Occasionally, students of high school age with interrupted schooling may arrive with an educational background that amounts to less than expected for their age. Suggestions on the placement of these students are provided in this document.

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\* Resident pupils are entitled to an education in Manitoba public schools. The term *resident pupil* is defined in *The Public Schools Act* of Manitoba.

\*\* An international student is a temporary resident: a foreign national who has applied for status in Canada and met obligations for holding a Temporary Resident Visa and/or possesses status under conditions of a Study or Work Permit.

## Student-Placement Considerations

When determining a student's placement within the Manitoba school system, the school principal should take into account the following considerations:

1. Responsibility for determining the student's placement at a grade that is appropriate to the age and skill level of the student lies with the school.
2. The procedures and criteria used in the evaluation of non-Manitoba course credits should be clear, consistent, and reliable.
3. The approach to evaluating non-Manitoba course credits should take into account the diversity of educational systems in other jurisdictions and the student's age and skill level. Special consideration must be given to the student's previous learning opportunities, which may have been limited by difficulty accessing education, disrupted schooling, war, or other factors.
4. The same basic evaluation methodology should apply to all students, and results should be recorded to ensure consistency, fairness, and equity (see point 8, page 5). Evaluation of non-Manitoba course credits should take past practice into account. Over time, this record may help the school develop clear, consistent, and reliable procedures and criteria.
5. Students and their parents\* should have adequate access to the results of the evaluation of non-Manitoba course credits. A local (school or divisional) appeal process should be in place.
6. It is recognized that school administrators require a margin of flexibility in making student-placement decisions.
7. The Manitoba high school diploma is not to be issued solely on the basis of the evaluation of non-Manitoba course credits. Resident pupils in Grade 12 with the right to attend school in Manitoba must successfully complete at least one (1) Manitoba course credit (equivalent to 110 hours of instruction) in a Manitoba school before being awarded the Manitoba high school diploma. International students in Grade 12 with the right to attend school in Manitoba must attend high school for a minimum of two (2) semesters and successfully complete at least five (5) or six (6) Manitoba course credits, depending on the diploma program of study, in a Manitoba school before being awarded the Manitoba high school diploma.

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\* In this document, the term *parents* refers to both parents and guardians and is used with the recognition that in some cases only one parent may be involved in a child's education.



# Procedures for Evaluating Non-Manitoba Course Credits and Transcripts

When a Senior Years student transfers to a Manitoba school from another jurisdiction within or outside Canada, from a non-funded independent school in Manitoba, or from home schooling, the school principal should use the following procedures for evaluating the student's educational credentials in order to place the student in an appropriate educational setting.

1. Establish the validity of the documentation presented. The student's transcript should, other than in exceptional circumstances, be an official original document or a certified copy of the original. Generally, transcripts are issued by government departments/ ministries of education. It may be necessary to meet with the student and his or her parent to gather information.

Translation may be necessary.

- If possible, the student should submit a true and exact translation of the documentation.
  - Where it is impossible or impractical for the student to provide translated documentation, translation with the help of school or community resources is an option (see point 11, page 9).
2. To determine the student's placement, attempt to situate the documentation within the framework of the education system from which it is issued. If it is impossible to evaluate all or most of the student's credits or if the student lacks certain credentials or transcripts, the school will want to determine at what minimum grade it can place the student and then move forward on a credit-by-credit basis. A follow-up evaluation of this initial placement should be undertaken to confirm the appropriateness of the placement.
  3. For Senior Years students, make efforts to equate the non-Manitoba course credits with similar courses offered in the Manitoba school system. If necessary, apply a variety of criteria to determine the student's type and level of educational programming:
    - **Duration:** What was the normal full-time duration of the school day? school year? Was it a credit system? How many hours were required per credit?
    - **Content:** What courses were studied? Were there compulsory versus optional courses? Can two or more courses be blended to meet Manitoba requirements for a single course credit?
    - **Type and quality:** In what type of programming was the student enrolled? Was it vocational? academic? advanced? Can the quality of the programming be determined?
    - **Level of achievement:** How was achievement recorded? Was it recorded by letter grades? by achievement level?

4. An immediate and informal evaluation of the student’s skill level may be necessary before the student’s transcript and records arrive. However, schools must be aware of provisions within the *Appropriate Educational Programming Regulation 155/2005* ([http://web2.gov.mb.ca/laws/regs/current/\\_pdf-regs.php?reg=155/2005](http://web2.gov.mb.ca/laws/regs/current/_pdf-regs.php?reg=155/2005)) made under *The Public Schools Act* that require a school board to “ensure that a pupil [who is eligible to be enrolled] is not denied educational programming . . . for more than 14 days after the pupil seeks to be enrolled in a school within the division or district, regardless of whether that school has received the pupil’s pupil file” (7[1]).
5. Course codes identified in the *Subject Table Handbook* (<http://www.edu.gov.mb.ca/k12/docs/policy/sth/index.html>) will allow school administrators to reflect the student standing properly at the time of admission. The codes will also help schools complete the graduation requirements charts on the provincial report card. Non-Manitoba credits are to be recorded with the appropriate codes identified in the following chart. Schools should use the designation “S” for “Standing” to report credits granted. Note that the modified (M) programming and the English as an additional language (E) programming course designations are not included in this chart. When evaluating non-Manitoba credits, determination of a modified course or an English as an additional language course is not required. Future adaptations and/or modifications can still be made with the development of an individual education plan (IEP).

<b>Non-Manitoba Credits—Grades 9 to 12</b>				
<b>Code</b>	<b>Title</b>	<b>System Name</b>	<b>Credits</b>	<b>Grade/Level</b>
0142	Non-Manitoba Compulsory English Language Arts	NON-MB COMPULSORY ELA	1.0	12G 22G 32G 42G
0172	Hors Manitoba crédit obligatoire en français	HORS MB CRÉDIT OBLIG. EN FRANÇAIS	1.0	12G 22G 32G 42G
0143	Non-Manitoba Compulsory Mathematics	NON-MB COMPULSORY MATHEMATICS	1.0	12G 22G 32G 42G
0146	Non-Manitoba Compulsory Physical Education/Health Education	NON-MB COMPULSORY PHYS ED/HEALTH ED	1.0	12G 22G 32G 42G
0149	Non-Manitoba Compulsory Science	NON-MB COMPULSORY SCIENCE	1.0	12G 22G
0148	Non-Manitoba Compulsory Social Studies	NON-MB COMPULSORY SOCIAL STUDIES	1.0	12G 22G 32G
0117	Non-Manitoba Optional Course(s)	NON-MANITOBA OPTIONAL COURSE	0.5 – 13.0	N/A

6. The Manitoba high school diploma is not to be issued solely on the basis of the evaluation of non-Manitoba credits.
  - a. Resident pupils in Grade 12 with the right to attend school in Manitoba must successfully complete at least one (1) Manitoba course credit (equivalent to 110 hours of instruction) in a Manitoba school before being awarded the Manitoba high school diploma. This requirement does not apply to students who are receiving an individualized (I) programming designation. Students who are eligible to receive a Certificate of Completion: Individualized Senior Years Program need to complete at least one year of instruction in the Senior Years.

- b. International students in Grade 12 with the right to attend school in Manitoba must attend high school in Manitoba for a minimum of two (2) semesters, and successfully complete at least five (5) or six (6) Manitoba course credits, depending on the diploma program of study, in a Manitoba school before being awarded the Manitoba high school diploma.

For international students in the English Program, no evaluation of non-Manitoba credits, challenge for credit, or substitution of credit is permitted on any of the following five (5) credits:

- English Language Arts 30S/E/M
- English Language Arts 40S/E/M\*
- Mathematics 40S/E/M\*
- Physical Education/ Health Education 40F/E/M
- History of Canada 30F/E/M

For international students in the Français Program, no evaluation of non-Manitoba credits, challenge for credit, or substitution of credit is permitted on any of the following six (6) credits:

- Français langue première 40S/M/L\*
- English Language Arts 40S/E/M\*
- Mathématiques 40S/M/L\*
- Éducation physique et Éducation à la santé 40S/M/L
- Français langue première 30S/M/L
- Histoire du Canada 30S/M/L

For international students in the French Immersion Program, no evaluation of non-Manitoba credits, challenge for credit, or substitution of credit is permitted on any of the following six (6) credits:

- Français langue seconde 40S/M/L\*
- English Language Arts 40S/E/M\*
- Mathématiques 40S/M/L\*
- Éducation physique et Éducation à la santé 40S/M/L
- Français langue première 30S/M/L
- Histoire du Canada 30S/M/L

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\* International students must also participate in any provincial assessment required by Manitoba, written in French or English.

7. Prepare an IEP for the student, if necessary. Consider questions such as the following:
  - What kinds of educational support(s) and programming will the student need to succeed?
  - What prior schooling did the student have?
  - What are the student's career aspirations?
  - Will the student choose to work or study after graduation?
  - What type of education and training will the student pursue?
  - What type of work will the student pursue?

An IEP is especially important for students with limited English or French language skills, significant interrupted schooling, or special needs. Refer to the department's website for resources and information on developing and implementing IEPs (<http://www.edu.gov.mb.ca/k12/specedu/iep/>).

8. Prepare and record an evaluation statement, both for the school's records and for the student's cumulative file. This record should include an evaluation report and copies of all documentation contributing to the evaluation of non-Manitoba course credits. The sample Evaluation of Non-Manitoba Course Completions for Senior Years Credits: Recording Form provided at the end of this document is available online ([http://www.edu.gov.mb.ca/k12/docs/policy/op\\_credits/](http://www.edu.gov.mb.ca/k12/docs/policy/op_credits/)) and may be downloaded and printed for this purpose.
9. If the decision resulting from the evaluation is not accepted by the student/parent, a formal appeal process should be available to the student. This appeal process should begin at the school and progress to the school division. The final decision is the responsibility of the school board.

## Placement of Students with Interrupted Schooling

For students who arrive with a background of interrupted schooling, consider not only their educational needs (as discussed on page 2), but also an age-appropriate grade placement. Make this determination on the basis of each student's circumstances. Age-appropriate placement may be acceptable in one case and not in another. The intent is to offer the foundational schooling that will help each student succeed in and beyond high school.

Some students may benefit from being placed in a lower grade, allowing for more schooling to address their educational needs. Since granting credits does not replace formal schooling, a general rule of thumb is to place arriving Senior Years students in Grade 9 as an initial placement. Prepare an IEP for the student based on an interview (with the student, parents, and so on), portfolios, and an assessment in language, literacy, and other subject areas.

Consideration may be given to the student's previous complementary education, informal education, and strengths and skills. Course credits may be granted following an evaluation of the student's abilities. It is recognized that the school administration, having spoken with the student and parent, and gathered and studied all available and pertinent information, is in the best position to make the decision regarding course credits.

A combination of approaches should help confirm the student's appropriate grade placement.

Refer to the department's website for resources and information regarding

- English as an additional language (EAL) programming for the English Program ([www.edu.gov.mb.ca/k12/cur/eal/](http://www.edu.gov.mb.ca/k12/cur/eal/)) and for the Français and French Immersion Programs ([www.edu.gov.mb.ca/m12/progetu/diversite/ala/index.html](http://www.edu.gov.mb.ca/m12/progetu/diversite/ala/index.html))
- modified programming ([www.edu.gov.mb.ca/k12/specedu/programming/modification.html](http://www.edu.gov.mb.ca/k12/specedu/programming/modification.html))
- individualized programming ([www.edu.gov.mb.ca/k12/specedu/programming/programming.html](http://www.edu.gov.mb.ca/k12/specedu/programming/programming.html))
- development and implementation of IEPs ([www.edu.gov.mb.ca/k12/specedu/iep/](http://www.edu.gov.mb.ca/k12/specedu/iep/))

## Frequently Asked Questions

School administrators encounter various situations and questions about granting credits for courses that are not completed at their school and about the availability of resources for evaluating non-Manitoba credentials. Answers to some frequently asked questions are provided below.

**1. How should the school report non-Manitoba credits?**

The non-Manitoba course codes allow the recording of non-Manitoba credits for one-half credit and one credit courses. Credits should be reported using the designation “S” for “Standing.” For further information, refer to the current *Subject Table Handbook* ([www.edu.gov.mb.ca/k12/docs/policy/sth/index.html](http://www.edu.gov.mb.ca/k12/docs/policy/sth/index.html)).

**2. What if the student appears ready to or wishes to pursue post-secondary education and training or work?**

Students who require a Grade 12 equivalency and who intend to proceed to post-secondary education and training or work should be directed to post-secondary education programs, or referred to “Recognizing Prior Learning (RPL)” ([www.edu.gov.mb.ca/all/plar/index.html](http://www.edu.gov.mb.ca/all/plar/index.html)) (Manitoba Advanced Education and Literacy) or to “Prior Learning Assessment Recognition (PLAR) for Job Seekers” ([www.gov.mb.ca/tce/jobseek/plar.html](http://www.gov.mb.ca/tce/jobseek/plar.html)) (Manitoba Competitiveness, Training and Trade).

**3. Until what age does an individual have the right to attend school?**

Students have the right to attend school until they receive a Manitoba high school diploma or until the last school day of June in the calendar year in which they become 21 years of age, whichever comes first.

**4. If a student was a resident pupil in Grade 9, 10, or 11, but not in Grade 12, can the student be issued a Manitoba high school diploma?**

No. The student must be a resident pupil in Grade 12 to be eligible for a Manitoba high school diploma.

**5. How should the Challenge for Credit Option be used when placing the student is difficult?**

The department recognizes that, in exceptional circumstances, students may already have acquired the knowledge, skills, and attitudes of the learning outcomes of a particular course. The Challenge for Credit Option provides a process for students to demonstrate that they have achieved the learning outcomes identified in the Manitoba curriculum for a directly related course. Further information about this option is provided in *Increasing Choice and Flexibility: Changes to Senior Years Graduation Requirements* ([www.edu.gov.mb.ca/k12/policy/gradreq/report\\_forms.html](http://www.edu.gov.mb.ca/k12/policy/gradreq/report_forms.html)) (Manitoba Education, Training and Youth). Schools should consult their divisional policies and procedures related to the Challenge for Credit Option.

6. **Can arriving students be credited for demonstrated skills in languages other than English and French?**

The Special Language Credit Option provides for the recognition of Manitoba's linguistic diversity. Senior Years students proficient in languages other than English or French are eligible for Special Language credits, which would be granted in addition to the non-Manitoba credits. For further information, refer to *Special Language Credit Option: A Policy and Administrative Handbook for Grades 9 to 12 with Responses to Frequently Asked Questions* ([www.edu.gov.mb.ca/k12/docs/policy/lancredits/index.html](http://www.edu.gov.mb.ca/k12/docs/policy/lancredits/index.html)) (Manitoba Education and Advanced Learning).

7. **How do I know whether I should be using the non-Manitoba credits, the Challenge for Credit Option, or the Special Language Credit Option?**

All three of the above options are designed for students who want to receive credit for learning they experienced outside the Manitoba education system (in another jurisdiction outside the province, in a non-funded independent school in Manitoba, or in home schooling). When a student arrives in a Manitoba Senior Years school, the school administrator should meet with the student and his or her parent to discuss the various options.

One major difference between non-Manitoba credits and the Challenge for Credit Option is the way in which student achievement is to be reported. Non-Manitoba credits will be reported on the provincial report card and the transcript using the designation "S" for "Standing." No mark is to be given for these credits. The Challenge for Credit Option could have credits recorded on the report card and the transcript with a percentage grade. The percentage grade or the designation "S" for "Standing" on the transcript may have implications for post-secondary acceptance.

The Special Language Credit Option is another way for students to receive credits for courses taken outside the Manitoba education system. It is designed to acknowledge a student's proficiency with languages other than English or French. Depending on the student's situation, the school administrator may choose to grant the credits based on external credentials, in which case the designation "S" for "Standing" would be reported, or based on an examination, in which case a percentage grade may be reported.

8. **What are the school's obligations in terms of a timely placement?**

The *Appropriate Educational Programming Regulation 155/2005* ([http://web2.gov.mb.ca/laws/regs/current/\\_pdf-regs.php?reg=155/2005](http://web2.gov.mb.ca/laws/regs/current/_pdf-regs.php?reg=155/2005)) made under *The Public Schools Act* directs that all students in Manitoba, particularly those with special needs, are entitled to receive appropriate educational programming that fosters student participation in both the academic and social life of the school. Section 7(1) of the regulation states:

A school board must ensure that a pupil [transferring into a school] is not denied educational programming in the following circumstances:

- (a) for more than 14 days after the pupil seeks to be enrolled in a school within the division or district, regardless of whether that school has received the pupil's pupil file;

- (b) pending
  - (i) the conduct of any assessment, or
  - (ii) the preparation of an individual education plan for the pupil.

9. **How should the school evaluate the standing of students arriving from other provinces/territories?**

The Council of Ministers of Education, Canada (CMEC) offers information in its *Student Transfer Guide* ([www.cmec.ca/282/Programs-and-Initiatives/Student-and-Teacher-Mobility/Student-Transfer-Guide/](http://www.cmec.ca/282/Programs-and-Initiatives/Student-and-Teacher-Mobility/Student-Transfer-Guide/)) “to assist receiving schools in placing secondary students who have recently moved from one province or territory to another, in a manner that will ensure that their education is as continuous as possible.” Summaries of provincial and territorial curricula and graduation requirements can be found on the CMEC website.

10. **How should the school evaluate the standing of students arriving from outside the country?**

The following online resources may be helpful in evaluating the standing and appropriate placement of students from countries outside Canada:

- **Worldwide:** Published by the International Bureau of Education (IBE) of the United Nations Educational, Scientific and Cultural Organization (UNESCO), *World Data on Education (WDE)* ([www.ibe.unesco.org/en/resources/world-data-education](http://www.ibe.unesco.org/en/resources/world-data-education)) provides profiles of the organization and functioning of national education systems worldwide, focusing particularly on curricula and curriculum- development processes.
- **Europe:** The *Euridyce Network* ([http://eacea.ec.europa.eu/education/eurydice/index\\_en.php](http://eacea.ec.europa.eu/education/eurydice/index_en.php)), a database coordinated and managed by the Education, Audiovisual and Culture Executive Agency (EACEA), provides information on the organization and structure of national education systems in European countries.
- **Central and South America:** The Organización de Estados Iberoamericanos (OEI) ([www.oei.es/historico/quipu/](http://www.oei.es/historico/quipu/)) provides information on the national education systems of Central and South American countries.
- **United States:** The US Network for Education Information (USNEI) (<https://www2.ed.gov/about/offices/list/ous/international/usnei/us/edlite-index.html>), available on the US Department of Education website, provides information on the structure of the US education system, including the types and levels of education offered, the progression through the system, and the characteristics of recognized degree programs and other programs of study.



11. **What other resources are available to school administrators in Manitoba?**

A variety of resources are available in Manitoba:

- Through its Language Bank Services (<http://icmanitoba.com/services/language-bank-and-translation-services/>), the Immigrant Centre in Winnipeg responds to requests for translation and interpretation in multiple languages.
- The Manitoba Interfaith Immigration Council Inc. (MIIC) (<http://miic.ca/>) works primarily with immigrants of refugee origins. Volunteers or staff can assist with interpretation of some languages.
- The Manitoba Education and Training website provides information and resources outlining graduation requirements for Senior Years students ([www.edu.gov.mb.ca/k12/policy/grad\\_require.html](http://www.edu.gov.mb.ca/k12/policy/grad_require.html)) and for mature students ([www.edu.gov.mb.ca/k12/docs/policy/mature/](http://www.edu.gov.mb.ca/k12/docs/policy/mature/)).

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The above websites were accessed in July 2017. Any websites referenced in this document are subject to change without notice.



## Evaluation of Non-Manitoba Course Completions for Senior Years Credits: Recording Form

In evaluating non-Manitoba course completions for Senior Years credits, prepare an evaluation report, both for the school's records and for the student's cumulative file. Complete a recording form, such as this one, and include copies of all applicable documentation.

Non-Manitoba Credits—Grades 9 to 12				
Code	Title	System Name	Credits	Grade/Level
0142	Non-Manitoba Compulsory English Language Arts	NON-MB COMPULSORY ELA	1.0	12G 22G 32G 42G
0172	Hors Manitoba crédit obligatoire en français	HORS MB CRÉDIT OBLIG. EN FRANÇAIS	1.0	12G 22G 32G 42G
0143	Non-Manitoba Compulsory Mathematics	NON-MB COMPULSORY MATHEMATICS	1.0	12G 22G 32G 42G
0146	Non-Manitoba Compulsory Physical Education/Health Education	NON-MB COMPULSORY PHYS ED/HEALTH ED	1.0	12G 22G 32G 42G
0149	Non-Manitoba Compulsory Science	NON-MB COMPULSORY SCIENCE	1.0	12G 22G
0148	Non-Manitoba Compulsory Social Studies	NON-MB COMPULSORY SOCIAL STUDIES	1.0	12G 22G 32G
0117	Non-Manitoba Optional Course(s)	NON-MANITOBA OPTIONAL COURSE	0.5 – 13.0	N/A

Evaluator/student advisor name: \_\_\_\_\_ Date: \_\_\_\_\_

Student name: \_\_\_\_\_ MET number: \_\_\_\_\_

### Initial Evaluation

Date of initial placement: \_\_\_\_\_

Grade placement:    Grade 9     Grade 10     Grade 11     Grade 12

Individual education plan (IEP) developed: Yes     Attached

No

Documentation used to evaluate credits: Attached

Notes: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_ Student signature

\_\_\_\_\_ Parent or guardian signature

\_\_\_\_\_ Evaluator or student advisor signature

\_\_\_\_\_ Principal or designate signature

**Evaluation of Non-Manitoba Course Completions for  
Senior Years Credits: Recording Form (continued)**

**Re-evaluation**

Date of re-evaluation (if necessary): \_\_\_\_\_

Changes in placement or in credits awarded (if any): \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_  
Student signature

\_\_\_\_\_  
Parent or guardian signature

\_\_\_\_\_  
Evaluator or student advisor signature

\_\_\_\_\_  
Principal or designate signature





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