



**BOARD OF EDUCATION OF
SCHOOL DISTRICT NO. 46 (SUNSHINE COAST)**

**EDUCATION COMMITTEE
AGENDA**

Wednesday, November 29th, 2017 from 2:30-4:00 pm
School Board Office – Gibsons, BC

- 1) Strategic Plan 1.b. – Reading
- 2) Strategic Plan 2.b. – Reading Teachers
- 3) Board Authority Authorized Course Update
- 4) Curriculum (standing item)
- 5) Parent Engagement (standing item)



**Early Learning in
School District No. 46
(Sunshine Coast)**

Strategic Plan Reading Focus

Kirsten Deasey



Strategic Plan Goals



1b Students will READ at or beyond their grade level. They will discover joy in their reading!

2 b Our Staff will support READING and all teachers will be reading teachers.

Reading Committee Goals & Action Plans

1. Increase the number of students that experience the **joy** of reading.
2. Explore ways to extend reading opportunities in the broader **community** and to consider reading transitions from school settings to recreational and adult contexts.
3. Continue to build a **professional culture** intensely focused on improving reading results for all children.
4. To improve our ability to **understand, support and communicate** student reading skills (i.e. by supporting teachers in the use of common tools.)



Levelled Literacy Intervention (LLI)

- Training – June
- Resources Purchased
- Release Time – 2 days
- Meetings - to determine supports & structures



Developing a network for sharing values, mindsets and strategies for reading supports across our district.



CARE – Year 2

Collaborating About Reading Engagement

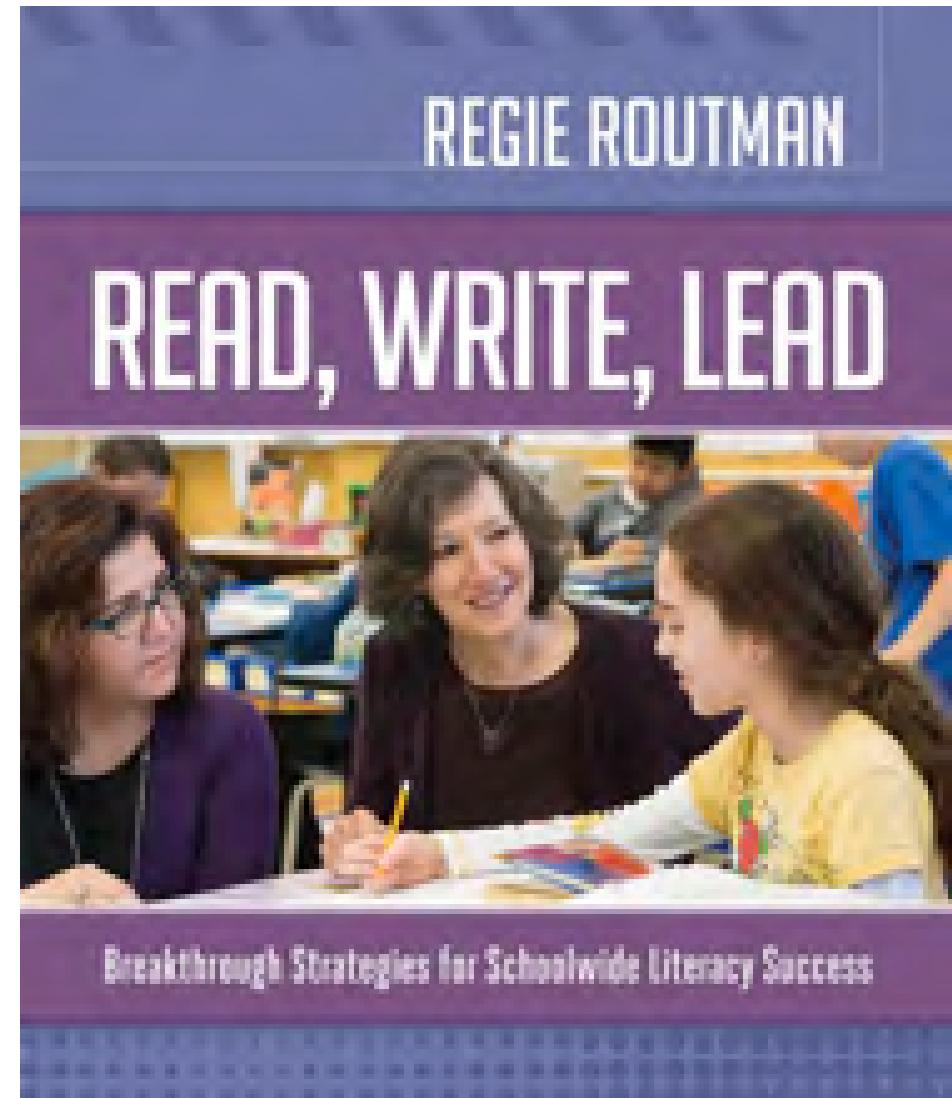
2017-2018 Schedule:

- Monday, Sept. 25 (Launch)
- Monday, Oct. 30th (Faye Brownlie)
- Monday, Jan. 22 (Classroom Libraries)
- Thursday, March 1 (Adrienne Gear)
- Monday, April 23 (review POPEI's visit PD day Monday, April 16th & Adrienne Gear)
- Monday, May 28 (Celebration)

Regie Routman in Residence

Regie Routman

- Book Club
- Video Series Reading & Writing Connections



CARE

October – with Faye Brownlie.

- Agenda was co-constructed
- Trained teams to be teacher leaders on Nov. 27th



ENGAGE



SD46

SD46 Website

Employee Portal

Access your email

School Websites

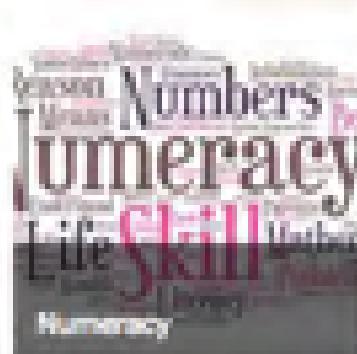
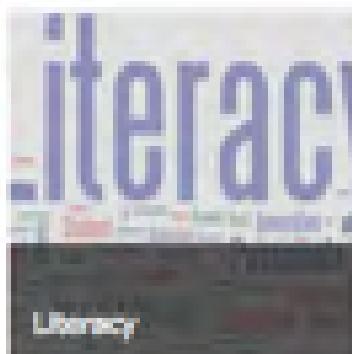
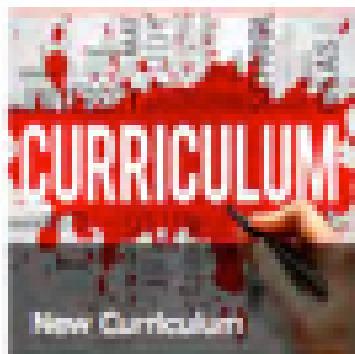
Important Links

Home



Community Home

Engaged in Learning



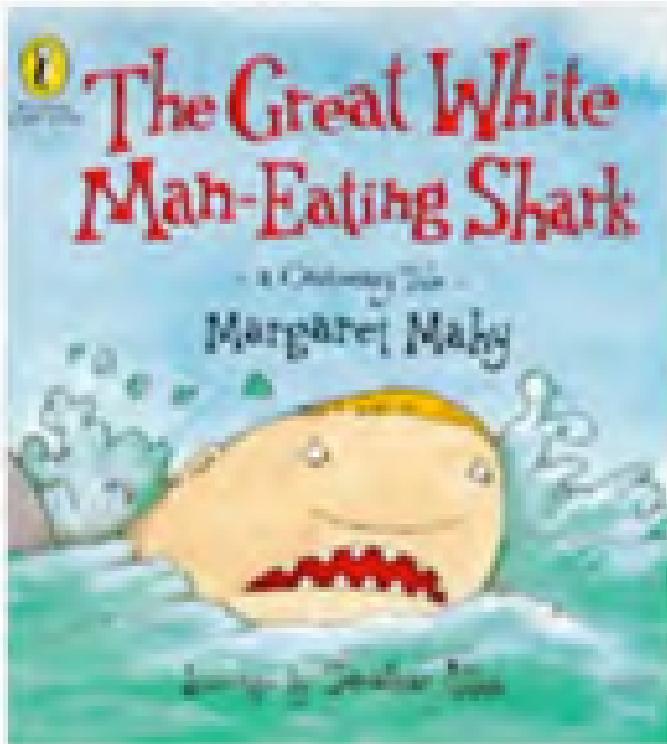
other
sd 46
collaborative
sites



CARE Project - Oct. 30 Faye Brownlie - Slides & Strategies

Monday, October 30, 2017

During Faye Brownlie's visit on Oct. 30th, she highlighted strategies for teaching Note-Making & Inferring. See below for the picture book and the strategy sheet she used to help students collect evidence before moving into making inferences. The powerpoint from the session is posted under the Literacy Resources.



More Ideas for Teaching Main Ideas & Note-Taking

Friday, October 27, 2017

School District No. 71 has some great ideas for teaching students Main Ideas and Note-Taking (and supporting comprehension) that requires cooked spaghetti, water, a colander, and a pot. Here's an excerpt from their website:

You know kids are going to love it when the list of ingredients includes spaghetti! The idea is to talk about non-fiction text and ask if it's possible to remember every single bit of information an author writes about? When the spaghetti and water are poured through a strainer or colander, the water pours away and the main part is left! A tactile lesson like this will help students to understand the connection to reading and how it's just like that. We pour away all the parts that don't really matter and stick with the important stuff.

What's the difference between a main idea and a supporting detail?
What are supporting details? Are they facts or details that help explain the main idea?



What's the difference between a main idea and a supporting detail?
What are supporting details? Are they facts or details that help explain the main idea?

What's the difference between a main idea and a supporting detail?
How many supporting details does a main idea usually have?



What's the difference between a main idea and a supporting detail?
The answer is...
The supporting details are the details that help explain the main idea!

ALL TEACHERS WILL BE READING TEACHERS!

Highlighting - The benefit of a strategic plan!!

Primary – Changing Results for Young
Readers

Intermediate (& Primary)- CARE

Secondary – Launched Nov. 27th, 2017



Nov. 27th, 2017
~ Afternoon Sessions
Literacy Focus

Elementary Focus
• Regie Routman,
Assessment, School
Literacy Plans, etc.

Secondary Focus



A LENS ON LITERACY IN THE SECONDARY CLASSROOM

MAKING MEANING WITH
ADOLESCENT LEARNERS

November 27 1:00 – 3:30 pm
Chatelech Secondary

This session will explore:

- How we can help students make meaning and support student literacy skills within each subject area
- Strategies to support differentiating for students throughout your curriculum – How to efficiently support students to access the literacy component of your subject area.
- How to meld the re-designed curriculum with literacy strategies.

Design of the Day:

- **Opening** - with Ben Paré
- **Break-Out Groups** - with a team of teachers from SD41 (Burnaby) facilitating discussions in the following subject areas: Math, Science, Socials, English, PE, Visual & Performing Arts, Applied Skills
- **Closing**



Nov. 27th, 2017

~ Launched LIST

- Secondary Literacy Focus
- Ongoing learning & reflection
- Empowering teacher leaders
- Inviting all teachers from all disciplines



AN INVITATION
FOR SECONDARY TEACHERS

Join the Literacy in Secondary Teaching ('LIST') Project

Secondary school teachers are invited to join the "Literacy in Secondary Teaching" - "LIST" Project. Teachers from any subject area, from grades 9 through 12, are invited to focus and reflect on student learning and literacy in the secondary school classroom. Learning will be supported through facilitated discussions with colleagues, literacy specialists and through examining resources. Participants will continue to build a repertoire of skills, strategies and techniques to help students employ literacy skills to make meaning within the secondary context. Principals will actively support the work of the team.

Secondary Teachers who join the project will be released for a half-day in order to attend sessions with their school teams. Sessions will be held in the morning or afternoon on the following days:

- January 18, 2018 - Fall **Bronfman** session
- Spring, 2018 (date TBA) - Ian Peter (Literacy Helping Teacher from SD66 (Surrey))

Teachers who join will examine and reflect on their practice, and will:

- Work collaboratively with colleagues to explore and apply promising practices;
- Closely examine the needs of learners;
- Pose questions related to their own practice and the impact on student learning;
- Meet for 2 half-days as a learning team - with the possibility of an ongoing learning opportunity the following school year;
- Work collaboratively to gather ongoing documentation, including:
 - Evidence of changes in practice;
 - Demonstrations and evidence of student learning;

Interested teachers should contact Kirsten Deasey via email by December 22, 2017

Author Visits

~ 987 students were able to experience an author visit last year!

- Leslie Davidson – In the Red Canoe – CGES & RCES
- Jael Richardson – in LES, WSES & KES
(a lens of diversity & inclusion)



Immigrant Families as Literacy Supporters

- In partnership + connections to Public Librarians & SD46 ELL Teacher
- “This was the strand we needed...”
- Literacy Council Plans

IPALS ON THE SUNSHINE COAST

Immigrant Parents As Literacy Supporters

Join us for a free, fun, and educational program for new immigrant parents and your children ages 3 to 5 (younger siblings welcome). Books and learning materials for you to take home will be provided at each session. Come to all or some of the sessions.

When: Wednesdays, 12:15 to 1:45 pm,
beginning October 25 to November 29

Where:

Burrard Early Years Centre
9538 Shorncliffe Ave
October 25
November 1
November 8

Gibsons Early Years Centre
Gibsons Elementary School
283 School Road
November 15
November 22
November 29



For more information and to register, contact:
Maria Gilmore, 604-895-0170, welcome@seccse.ca, or
Gabe Lumb, 604-895-4570, gabrie@sd46.bc.ca



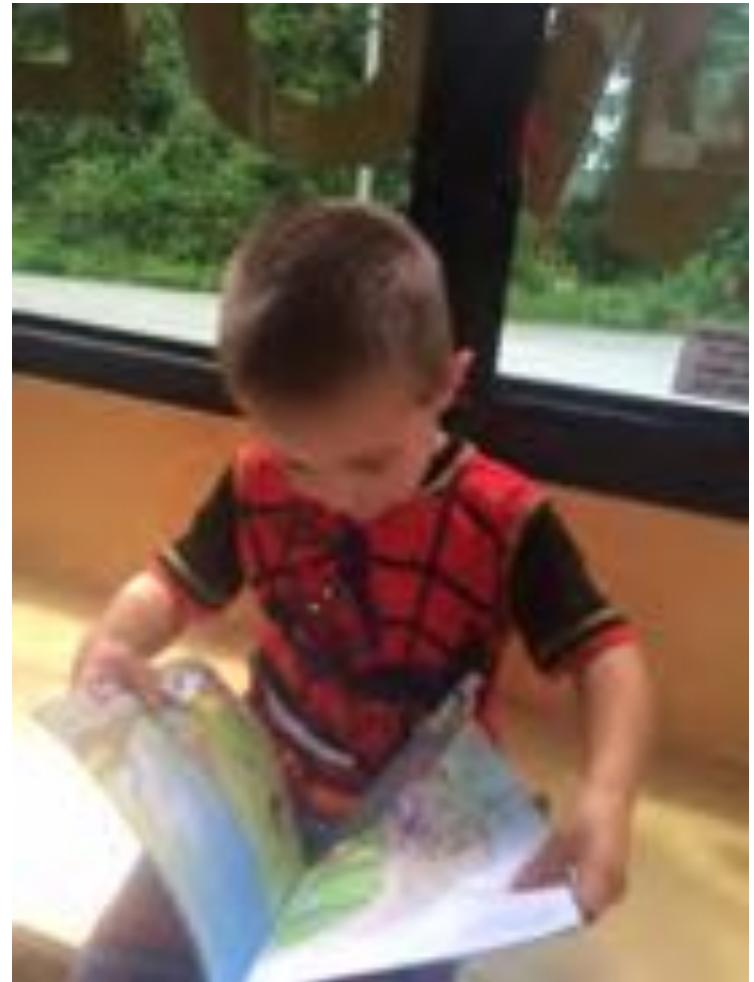
United Way Community School Partnerships Grant

- \$100,000 for after school care programs.
- Focus on Social and Emotional Supports (MDI research) & Literacy!
- Working closely with Community Schools.



Early Years Supports - Reading

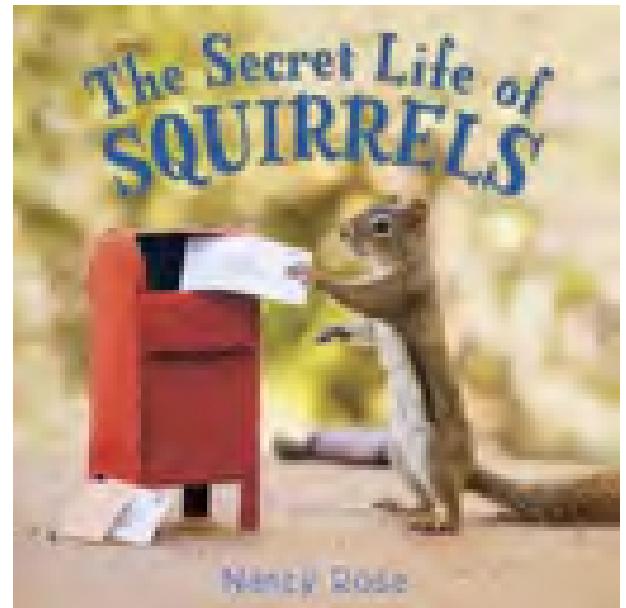
- StrongStart
- WonderWheels Outreach
- SPARK!
- KinderSPARK!
- SPARK! 10
- Summer StrongStart
- Bookmobile
- Lions Club Support – Imagination Library





Celebrate Literacy Month on the Sunshine Coast

Celebrating Literacy Month



Hi there,

I was so happy to see all of the letters your class wrote to me!
Wonderful!

I love getting letters!

I really enjoyed looking at the pictures that you drew. You are great artists. I hope you keep drawing.

Some of you asked when my birthday is.
My birthday was just a few days ago – on Oct. 27th. Here's a picture of me making my birthday cake!



Some of you asked if I have a happy life, and I'm happy to say that I do! I love to have fun with my friends, read books, and play. These are probably some of the things you like to do, too!



Thank you for the letters!

From
Mr. Peanuts



Board/Authority Authorized Course Framework Template

School District/Independent School Authority Name: Sunshine Coast	School District/Independent School Authority Number (e.g. SD43, Authority #432): SD 46
Developed by: Glen MacPherson	Date Developed:
School Name: Elphinstone Secondary	Principal's Name: John Brisebois
Superintendent Approval Date (for School Districts only):	Superintendent Signature (for School Districts only):
Board/Authority Approval Date:	Board/Authority Chair Signature:
Course Name: Organic Growing	Grade Level of Course: 10
Number of Course Credits: 4	Number of Hours of Instruction: 100

Board/Authority Prerequisite(s):

Special Training, Facilities or Equipment Required: Indoor location with fluorescent lights for starting seeds and growing seedlings; outdoor area with grow boxes or soil, a water source, and sufficient sunlight for finishing plants.

Course Synopsis: An introduction to growing food from seed, indoors and outdoors, organically, in the Pacific Northwest.

Goals and Rationale: The goal is for students to achieve self-sufficiency in growing food organically from seed. Food security and nutritional health are increasingly a crucial focus in society in general, and in educational programs in particular. This is an essential life skill.

Aboriginal Worldviews and Perspectives:

The preamble to BC First Peoples Principles of Learning states, “Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors.” Organic Growing shares important aspects of this philosophy and puts them into practice. It is crucial to challenge the notion that Indigenous Peoples in North America did not utilize organized agriculture. Recent research (Deur, 2009; Turner, 2014) contradicts orthodox anthropology by identifying specific agricultural practices used by Indigenous peoples of Western North America, including British Columbia. In particular, they found serious evidence of the practice of “root gardening” - the transplanting, weeding, selective harvesting, soil modifications, and the production of mounds or low terrace-like structures within individually demarcated root plots. To the extent that these practices are feasible within the physical constraints of the Organic Growing program, they will be discussed and possibly demonstrated.

Deur, D. (2009). Plant cultivation on the northwest coast: A reconsideration. *Journal of Cultural Geography*, 19(2), 9-35.

Turner, N. (2014). *Ancient Pathways, Ancestral Knowledge: Ethnobotany and Ecological Wisdom of Indigenous Peoples of Northwestern North America*. McGill-Queen's University Press.

BIG IDEAS

Organic Ideals

Sustainability

Plant Growth and Maintenance

Disease and Pest Management

Harvesting and Seed Collecting

Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <ol style="list-style-type: none">1. Select plants that are appropriate for local climates.2. Start seeds indoors using several standard methods.3. Care for seedlings under fluorescent lights.4. Demonstrate proper watering technique and weeding.5. Potting up (moving plants to larger containers).6. Perform basic composting.7. Transplanting (moving plants to the ground).8. Selecting and using organic fertilizers.9. Inspect plants for signs of pest damage and disease.10. Harvesting plants and collecting seeds.	<p><i>Students are expected to know the following:</i></p> <ol style="list-style-type: none">1. Various conceptions and definitions of “organic”.2. Specifics of plant growth requirements3. Methods for amending and correcting growing media.4. Co-planting.5. Factors affecting harvest quality, nutrition, and yield.6. USDA Climate Zones and plant choice.7. Differences between heirloom and hybrid plants.8. Crop rotation.

Big Ideas – Elaborations

Organic Ideals – embracing the notion that to the greatest extent that is feasible, we will employ natural and non-toxic methods for fertilization, weed control, and caring for the land.

Sustainability – accepting that natural resources are finite, and that we must use them in a renewable way that minimizes negative impacts on the environment.

Plant Growth and Maintenance – understanding that successful growing is complex process requiring considerable practical knowledge

Disease and Pest Management – recognizing that pests and diseases are natural biotic factors, and that we can minimize their impact through careful planning and natural methods.

Harvesting and Seed Collecting – recognizing that growing food should be a self-sustaining cycle, and that we increase our security and independence by using natural methods for supplying seeds for future crops.

Curricular Competencies – Elaborations

Select plants that are appropriate for local climates.

. using USDA Zone Maps, local knowledge, and regional seed company information, student will select seeds for plants that have traditionally been grown here successfully, or have a reasonable chance of doing so. There are hundreds of varieties of tomatoes, for example, and students will need to identify those that are suited to local climatic variables.

Start seeds indoors using several standard methods.

. students will demonstrate the ability to start seeds using direct sowing into trays, peat pucks, starting trays, paper towels, and directly to the ground.

Care for seedlings under fluorescent lights.

. students will demonstrate how to properly position seedlings under lights, how to mist them, and how to watch for signs of plant diseases such as “damping off”.

Demonstrate proper watering technique.

. students will demonstrate their competency by avoiding over-watering and under-watering, and understanding varying water needs of plants.

Potting up (moving plants to larger containers).

Perform basic composting.

. students will demonstrate proper use of composting methods.

Transplanting (moving plants to the ground).

. students will demonstrate correct technique for moving plants from container to ground soil, and which plants this is appropriate for.

Selecting and using organic fertilizers.

. students will demonstrate correct application of organic fertilizers – timing, quantity, and specificity.

Inspect plants for sign of pest damage, disease, and stress.

- . students will demonstrate the ability to identify signs of the most common pests and diseases that affect tomatoes and culinary herbs, as well as recognizing signs of overwatering and sunburn.

Harvesting plants and collecting seeds.

- . students will demonstrate correct technique for harvesting food crops and herbs, and will demonstrate their competency in using the fermentation technique for collecting and storing tomato seeds.

Content – Elaborations

Various conceptions and definitions of “organic”.

- . Students will learn that meaning of “organic” varies by context and jurisdiction. In particular, students will become familiar with organics as defined in BC (Organic Certification: <https://www2.gov.bc.ca/gov/content/industry/agriculture-seafood/animals-and-crops/organic-food-and-beverages/certification>), USDA Organics (<https://www.usda.gov/topics/organic>), and the Oregon Tilth (<https://tilth.org/certification/>)

Specifics of plant growth requirements

- . students will learn the importance of the following factors in plant growth: water, nutrients, light, pH, soil quality and drainage, spacing.

Methods for amending and correcting growing media.

- . students will learn how to correct and modify clay soil, nutrient-poor soil, and poor-drainage soil.

Co-planting.

- . students will learn the theory and practice of co-planting mutually beneficial plants, such as basil and tomato.

Factors affecting harvest quality and yield.

- . students will learn about the impacts of unwanted weeds, sunlight, watering schedules, and fertilization as they relate to yield and plant quality.

USDA Climate Zones and plant choice.

- . students will become familiar with USDA climate zones and how they, along with local knowledge, are the major factors in making decisions about what plants can be grown successfully in certain regions.

Differences between heirloom and hybrid plants.

- . students will learn about the benefits and drawbacks of selecting hybrid and heirloom seeds

Crop rotation.

- . students will learn about the importance of crop rotation as a method for reducing the risk of specific plant diseases and pests.

Recommended Instructional Components:**Recommended Assessment Components:**

Developing proper attitudes, effort, and teamwork are themselves crucial curricular outcomes in Organic Growing. These are critical because success in growing plants for food hinges on steady, consistent effort guided by lore, local knowledge, and trial and error. Moreover, in most cases, growing food is a group process. Just as learning about growing is holistic, so is the assessment of that learning. It is a continuous process, with assessment from the teacher directly guiding student actions and learning. As such, students are directly involved in assessment – both from the teacher and interactively with other students. In Organic Growing there is a final product – plants – yet those final products depend upon the work of many people and the cooperation of the elements and other factors beyond our control. Even when our goals are not fully met, genuine and transparent assessments of our individual and collective work are a guide for personal improvement, enhanced team skills, and future achievement. More specifically:

1. Much of the knowledge gained in the course is practical and is learned through teacher demonstration followed by students practicing those skills by themselves and with each other. The teacher will observe, assess, and evaluate the specific skills listed above, as well as students' receptiveness to instruction and feedback, their effort in applying those skills, and their ability to work within a team to achieve group goals.
2. Students will be assessed and evaluated on their ability to take theoretical knowledge delivered in the classroom and apply it to the growing process.
3. Students will be assessed and evaluated on their ability to seek out sources (online and in-person) of organic seeds (hybrid and heirloom) and all types of growing information and advice.
4. Students will be assessed on their ability to identify – by sight, taste, and smell – the following culinary herbs: parsley, Italian Basil, Thai Basil, chervil, and others that may be grown.
5. Students will be assessed on their knowledge of proper composting in terms of composition (green matter versus brown matter), preparing material for composting, and what comprises desirable and undesirable composting materials.

The letter grades of A, B, C+, and so on will be assigned as per their definitions given by the BC Ministry of Education.

Learning Resources:

1. The USDA Plant Hardiness Zone Map. <http://planthardiness.ars.usda.gov/PHZMWeb/>
2. The BC Ministry of Agriculture website. <https://www2.gov.bc.ca/gov/content/governments/organizational-structure/ministries-organizations/ministries/agriculture>
3. The University of British Columbia Botanical Garden website. <http://botanicalgarden.ubc.ca/>
4. Tomatofest. <https://www.tomatofest.com/>
5. West Coast Seeds. <https://westcoastseeds.com/>

Additional Information:

DRAFT



Board/Authority Authorized Course Framework Template

School District/Independent School Authority Name: Sunshine Coast	School District/Independent School Authority Number (e.g. SD43, Authority #432): SD 46
Developed by: Sarah Mani	Date Developed: November 17, 2017
School Name: Elphinstone Secondary School	Principal's Name: John Brisebois
Superintendent Approval Date (for School Districts only):	Superintendent Signature (for School Districts only):
Board/Authority Approval Date:	Board/Authority Chair Signature:
Course Name: Leadership 10, 11, 12	Grade Level of Course: 10, 11, 12
Number of Course Credits: 4	Number of Hours of Instruction: 100

Board/Authority Prerequisite(s):

Special Training, Facilities or Equipment Required:

Course Synopsis:

This course is designed to have students strengthen and utilize their skills in leadership for self / community / school. They will get certified in Toastmasters, plan and put on events to positively impact the world around them.

Goals and Rationale:

This course is designed within our school to teach leadership skills to motivated students who then become an integral part of planning and carrying out school activities. These activities fall under the window of student-led assemblies, intramural activities and community/global events. Through the leadership curriculum, students will learn what it means to be a leader and reflect upon their

own leadership skills and styles to become more effective in their role within the school. Specific skills that students learn in this course are goal setting, communication, organization, planning, conflict resolution, and public speaking. These skills are applied within the school and community when planning events, leagues, dances, and peer helping/counseling.

Aboriginal Worldviews and Perspectives:

Below are the First Peoples Principles of Learning from FNESC. Bolded are the shared learning foci between this Leadership course and Aboriginal Worldviews and Perspectives:

- **Learning ultimately supports the well-being of the self, the family, the community, the land, the spirit, and the ancestors.**
- **Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).**
- **Learning involves recognizing the consequences of one's actions.**
- **Learning involves generational roles and responsibilities.**
- Learning recognizes the role of indigenous knowledge.
- **Learning involves patience and time.**
- **Learning requires exploration of one's identity.**
- **Learning involves recognizing that some knowledge is sacred and shared with permission and/or in certain situations.**

The Leadership students will work closely with the Aboriginal team to ensure inclusiveness and honour for all students. Certain events highlighting Aboriginal traditions will be planned accordingly with the district Ab Ed team.

BIG IDEAS

Leadership is an
ONGOING
PROCESS

Make events and
activities HAPPEN to
help benefit others

Believing the NEED of
SERVICE and stepping
in to fulfill the need

ENHANCE public
speaking and
experience comfort in
expressing oneself

AWARENESS of SELF
and balance of life

Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <p>Volunteer:</p> <ul style="list-style-type: none"> • Being accountable – actively sign up and actively attend with a purpose • Find and fill volunteer opportunities <p>Teamwork:</p> <ul style="list-style-type: none"> • Take authentic action • Acknowledge a needed role and actively participate in that role that supports a group • Hone collaboration skills and efforts • Learn interdependent skills that focus on the unit as a whole <p>Tone/Culture setting in the school:</p> <ul style="list-style-type: none"> • Accept and promote diversity – see diversity as a strength • Work on school spirit and encourage involvement and ownership <p>Balance:</p> <ul style="list-style-type: none"> • Learn time management skills • Prioritize the aspects in their lives • Organizational skills – efficiency <p>Goal setting:</p> <ul style="list-style-type: none"> • Learn to set goal – self / team / school • Understand deadlines and acknowledge the importance of realistic deadlines • Learn the importance of preparation and planning for different scenarios <p>Communication:</p> <ul style="list-style-type: none"> • Learn to be clear, concise and provide timely communication 	<ul style="list-style-type: none"> • Conflict resolution • Problem solving • Interpersonal skills • Communication skills • Leadership styles / theories • Social responsibilities • Goal development / effective planning • Collaborations skills

Communication (cont):

- Determine the difference between thoughts, ideas, opinions, facts and rumors

DRAFT

Big Ideas – Elaborations

- Leadership – to learn through content and experience
- Making real life events happens (start to finish) and reflect upon these events (in the middle and end) to have future events even better from what was learned and changed
- Service is ongoing through volunteer opportunities and expanding involvement – learn through doing, reflecting and changing
- Public Speaking – there are numerous opportunities for students to lead assemblies, grade-wide meetings and class events
- Self-Awareness – understanding one's comfort zone and appropriately stretching it. Learning comes from the ability to expand oneself – students need to challenge themselves by redefining self-success. Using a growth mindset can rewire thinking to accept challenges and overcome fears

Curricular Competencies – Elaborations

- Accountability – learn various degrees of accountability to the organization / individuals / small and large groups / teams / committees / community
- Authentic Action – participate with purpose. Learn how to reflect on practices and acknowledge change and be able to implement those changes to future events
- Acceptance of Diversity – the practice of Inclusion – the ability to transfer those skills to all facets of life
- Balancing Life – managing life's pressures and prioritizing
- Goal Setting and re-evaluating – understanding that this is an organic process that is in constant fluctuation
- Communication – understanding and practicing difference voices. Reading a situation and determining what should/needs to be said in order to have a positive impact

Content – Elaborations

Leadership Styles

- Front, middle, behind – understanding the different roles and techniques each style possesses and how/when to implement those styles

Communication

- Seek out avenues where different communicative styles are presented: workshops on conflict resolution, create role model scenarios where individuals assume roles and students must respond appropriately to move the group forward

Recommended Instructional Components:

- Direct instruction
- Indirect instruction
- Independent instruction
- Brainstorming
- Group work
- Individual work
- Modelling
- Self-evaluation
- Group evaluation
- Video
- Journal activities

Recommended Assessment Components: Ensure alignment with the [Principles of Quality Assessment](#)

- **25%** of the grade will be class participation and enthusiasm. This part of the grade will reflect on the ability of the student to perform duties independently. The mark in this area will also reflect course attendance as a daily mark out of 5. This will be a personal and social responsibility mark.
- **30%** of the grade will be based on the completion of assignments handed out during the course. These assignments are designed to help students gain the skills needed to become great leaders and follow closely with the unit themes.
- **35%** of the grade will be based on school and community projects and volunteer hours. During the course of the year students will receive project and volunteer points, which will be accumulated to determine the grade at the end of each term. Each student will be responsible for at least one individual project, one group project, one intramural event, and will complete a leadership newsletter during one month of the year. Other optional activities to gain points may also be accumulated.
- **10%** of the grade will be based on the student leadership journal, which will have the student's reflections of events, planning logs, and other information used to plan activities.

These weighted assessment aspects are flexible given the personalized curriculum of Leadership 10. Following the Principles of Quality Assessment, there will be constant communication between student and teacher that will highlight strengths, reflective points and areas of improvements. These discussions will follow a student led conference style.

Learning Resources:

- Journals
- Various movie clips such as:
 - The Outsiders
 - Can't Buy Me Love
 - Hoosiers
 - The Power of One
 - Stand and Deliver
- Toastmaster Speaking manual
- Student Leadership manual (teacher compiled)

DRAFT