

Pacific Spirit School supporting the growth of the whole child

Pacific Spirit School

Parent Manual

2008-2009



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Introduction to Pacific Spirit

Overview

History

Pacific Spirit School is the rebirth of Life Song School, an independent school founded by Susan Brown, parents, and professional teachers under the umbrella of the non-profit New Learning Society in 1987. Susan guided the school throughout its existence, until her retirement in July 2007. Pacific Spirit carries on many of the principles and traditions that began with Life Song including a focus on the child as a whole person, a focus on community, respect for self and others, and personal responsibility. The school has evolved as a cooperative endeavour in which parents, teachers and children continue to learn in an atmosphere of community.

"I walked into the school and it immediately felt different from the typical classrooms I had uncomfortably grown accustomed to. At Life Song I consistently played an integral role in my education. My voice was always heard, and I felt that I was a meaningful part of the school and its community. Above all, this provided me with a great sense of self-efficacy that continues to help me reach my life goals. What distinguishes Life Song from conventional schools is that it folds academics into the teaching of the most important subjects of life. While I was learning academics, I was also learning how to listen, how to be intrinsically motivated, how to think critically, how to feel good about myself and how to be aware."

Former Life Song Student

Purpose

We are a school that provides Kindergarten to grade 7 children with a holistic, child-centered, BC core curriculum education.

Vision

Pacific Spirit school is a thriving community supported by: innovative educational programs; solid business practices; a collaborative, supportive school environment; and positive relationship with the broader community.

Children learn in many different ways. At Pacific Spirit, we do our best to recognize and accommodate each child's particular learning style. If we know best how to learn then we have the power to direct our own learning in ways that reflect our individual needs.

Values

Relationship - Pacific Spirit provides an environment where everyone is welcome and the relationships between child, educator and parent are protected and valued.

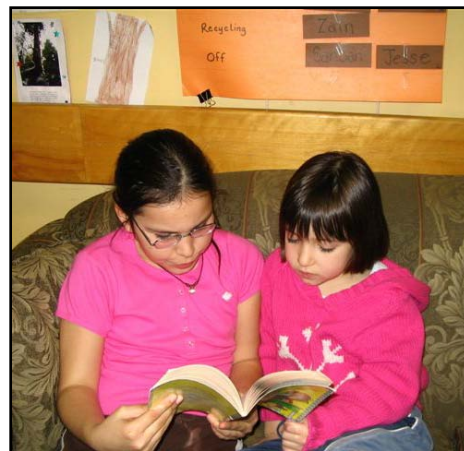
Responsibility - As each child develops, they are guided to assume increasing responsibility of their own learning, self-expression and social interactions.

Respect - Parents play an active role in children's education and each child is recognized as a unique learner, an integral part of the community, and is guided to treat themselves and others in a clear, respectful manner. Educators in our school work as a team to take responsibility for the functioning of the whole school.

Our Philosophy

Pacific Spirit School supports children in developing the foundations they need to live genuinely fulfilling lives. Research, experience, and wisdom tell us that this fulfilment grows out of a deep connection with oneself and others, based in compassion, respect, and curiosity. We nurture the development of this foundation and upon this we encourage children to follow their own curiosity about the world, guide them in discovering their own ways of learning, and support their natural pleasure and excitement in learning. We believe that children learn best in small classes that are responsive to the children's current interests, feelings, and needs. We strive to be models for the children in our love of learning and in how we relate to them, to ourselves, and to others. We value the growth of the whole child, nurturing each child's emotional, social, mental, physical, and spiritual life. Solid in their relationships with themselves, others, and their own learning, children grow to become compassionate leaders, able to positively influence the world on whatever the path they choose to follow.

There is a growing body of research that informs us about the personal characteristics and skills that are most likely to lead to living a fulfilling life. These characteristics lay the foundation not only for intellectual and technical competence but also social competence which underpins each child's ability to lead themselves and others. Unfortunately, most classrooms in Canada and elsewhere do not provide an environment or a curriculum that is well suited to the development of these characteristics and skills. Children are increasingly



being pressured to digest more and more information at younger and younger ages without any evidence that this enhances their well-being or fulfillment either in childhood or later in life. In contrast, we are learning that emotional and interpersonal skills, broadly called emotional intelligence, emotional literacy or emotional health, has a profound impact on the child's well-being and later fulfillment in life. Our model is thus one of fulfillment rather than academic excellence, but academic excellence is more likely to be achieved in a balanced way upon this foundation.

Children learn in an environment that honours their curiosity and their individual ways of being and learning while providing clear and healthy boundaries. By maintaining a small school with small multi-age classes, we can accommodate this uniqueness and nurture the child's intellectual, emotional, spiritual and physical growth. This is created by children, parents and educators working together as a learning team. These teams come together to form the community that is Pacific Spirit.

Pacific Spirit focuses on the needs of the child and not the system. This approach allows children to learn at their own pace.

Pacific Spirit has developed its own approach and philosophy. However, our philosophy shares similarities with other approaches like Montessori and in particular, Reggio Emilia. Table 1 outlines basic concepts of these approaches and where Pacific Spirit intersects.

Table 1: Basic Concepts of Reggio Emilia and Montessori with Pacific Spirit Concurrent Areas Highlighted.

Reggio Emilia Approach	Montessori Education
<ul style="list-style-type: none"> • Image of child: intelligent, powerful, curious, social from beginning of life • An education based on communication and relationships • Child "well-being" must be guaranteed; this requires attention to adult well-being • "100 languages" = many avenues and formats for representing, expressing, and discovering available from infancy • "Amiable" environments favour encounters, exchanges, and communication • Cooperation is the foundation (for parents, educators, and children) • Teachers prepare the environment, "listen" to children, and are resources, models, partners in learning • The emergent curriculum: project and theme work an unfolding adventure; development & learning are spiralling, not linear, and benefit from "revisiting" • A time not set by the clock; "child time" not "adult time" the basis of daily life¹ • Socially progressive vision: education goes toward a better world for all human beings 	<ul style="list-style-type: none"> • Image of child: intelligent, active, reality-based self-regulating & self-righting • An education based on freedom and discipline • Wholeness of child and of education involve: rational, empirical, & spiritual aspects • Exercise of the senses (sensory absorption) is the pathway to knowledge for children under 5 • "Prepared" environments focus attention on materials and encourage independence and self-discipline • Classroom community supports children's independence from adults (educators, parents) • Teachers prepare the environment, "observe" children, give demonstrations, and are resources and models • Montessori curriculum has scope and sequence based on underlying developmental stages of children and progression from simple to complex, concrete to abstract • Children trusted to move at their own pace through the curriculum • Cosmic vision: holistic education leads toward harmony of nature & humanity

Source: Carolyn P. Edwards. 2003. "Fine Designs" from Italy: Montessori Education and the Reggio Approach Department of Family and Consumer Sciences University of Nebraska - Lincoln.

¹ Although the daily Schedule at Pacific Spirit is somewhat flexible, we do follow a regular schedule of activities.

Who We Are and What We Do (Roles and Responsibilities)

New Learning Society (Board of Directors)

The New Learning Society (NLS) is a registered non-profit society that runs Pacific Spirit School (PSS). The NLS contracts with the educators to provide services.

The Board of Directors are advocates for the school and are responsible for developing policies and procedures regarding the school, marketing and strategic planning. The Board also signs contracts for service with the educators.

The current Board of Director roles are:

- **Chair**

The role of the Chair is to set Board Meeting dates and agendas, as well as facilitate discussion during board meetings.

- **Education / Programming**

This role is fulfilled by the Principal and senior Educators, who sit on the Board. The Principal is responsible for school administration. The Educators are responsible to set the program development and curriculum for the school.

- **Enrolment and Marketing**

The Enrolment and Marketing Director's role is to see that Pacific Spirit has a visible and inviting profile within the Vancouver educational community. This person will chair the enrolment committee in developing and implementing a plan aimed at bringing interested families to the school.

- **Legal**

This Director will lead the board in considering any legal issues that might arise in the running of the school. The Director will be relied upon to ensure that the board is aware of and are in accordance of any legal procedures, and to attend to any potential issues of liability. As appropriate, they will assist in contract negotiations.

- **Financial**

The Financial Director is responsible to review all financial documents and to guide the board in attending to its financial responsibilities. This person may also be involved in appropriate negotiations. In addition, the Financial Director will also take a lead in the long term financial planning for the school.

- **Parent Involvement**

The Parent Involvement Director's role is two fold - first, to ensure that parent involvement in the school is shared and ongoing and second, to liaise between educators and families. The Parent Involvement Director will see parent jobs and parent responsibilities are communicated and to assist in resolving any issues that might arise. This person will also have the skills to communicate with both the Educators and the parents and children to help maintain a collaborative, healthy school community.

- **Directors at Large**

Directors at large have the responsibility to support the Executive Director in strategic planning and to represent the school positively in the broader community. Directors at large will generally be expected to participate in committee work and may chair additional committees where needs are identified.

Additional Directors:

- Past Pacific Spirit/Life Song Student
- Current Student Representative
- Academic Representative (education expert in an advisory capacity)



Nomination Process

1. A call for nominations is released in October.
2. Individuals can nominate themselves or be nominated by others for specific positions on the Board.
3. Nominees will be approached by the Principal/Executive Director to see if they will stand.
4. Their names will be added to the slate and posted on the bulletin board in the school for at least two weeks before the Annual General Meeting (AGM).
5. The membership will vote on the slate at the AGM held every November.
6. Immediately following the AGM the old board will meet to handover to the new board

Educators

The classroom environment is a critical element of the Pacific Spirit program. The educators at Pacific Spirit create an inviting, nurturing, stimulating space for student interaction.

Setting firm, consistent and caring boundaries based on mutual respect is one of the most important functions of the educators. When students know the expectations and consequences established by the group they are comfortable to explore their own interests while understanding the responsibility inherent in the choices they make.

The educators at Pacific Spirit are aware of the needs and skills of each child and work with students individually and in groups to provide an academically stimulating and challenging program. As students discover more about their personal ways of learning, the diverse approaches and techniques offered in the class allow them to choose how they want to work. The learner and educator will work together with the parents to find successful approaches.

Our educators are experienced professionals who are passionate about education. It is the educator's responsibility to develop curriculum that covers at least 80% of the BC Ministry of Education curriculum.

Principal

The Principal of the school is responsible for ensuring that the policies and procedures of the NLS and School are followed. The Principal oversees the school and makes recommendations to the Board related to contracts, policies and practices.

Executive Director

The role of the Executive Director is to lead the board in setting school policy and in strategic planning. The Executive Director is responsible to ensure that Pacific Spirit's vision, policies and plans are communicated throughout the community and to develop a bridge with the larger education community.

Administrator/ Business Manager

Pacific Spirit has a part time Administrator that oversees the finances and administration at the School. The Administrator is also responsible for managing the Home School Registration Program.

Learners

At Pacific Spirit, learners are encouraged and increasingly expected to:

- Have an active role and grow into taking on more direction and responsibility for learning
- Bring their own experience and perception of the world
- Have the opportunity to work with their strengths to address challenges
- Explore his/ her own voice through the program and in open direct interactions with other students and the adults in the community
- Actively questions and actively listen
- Make decisions and choices for her/his learning

Parents (parent jobs/ committees)

Pacific Spirit is a Parent Participation School. Parents play a role in the running of the school through the Board and Parent Committees, providing input into educational goals and working with the educators directly on their own child's educational goals.

Pacific Spirit also involves parents in the celebration of the school at the events we hold throughout the year.

Regular parent meetings are held to discuss issues related to the school and the program. An annual community planning session will be held in the spring to explore ideas and aspirations for the next academic year.



Each family is expected to take on one job per child they have in the school. For 2008/2009, potential jobs are outlined in below. Parents may volunteer for jobs or be matched by the Parent Liaison (Board Member).

Table 2: Parent Jobs Anticipated for 2008-2009

Areas of Interest	Jobs
Board Position	<ul style="list-style-type: none"> • See section on Board Roles and Responsibilities
Community Support	<ul style="list-style-type: none"> • new family support • family support system
Administration	<ul style="list-style-type: none"> • minute taker • first aid kit • organize clean up after events and end of term • recycling • earthquake kits
Beautification	<ul style="list-style-type: none"> • gardening • art work • handy person • playground • general environment
Program Support	<ul style="list-style-type: none"> • science fair • play • learning center • sports day • library
Celebrations	<ul style="list-style-type: none"> • birthdays • solstice • etc.
Field Trips	<ul style="list-style-type: none"> • camping • permission forms • other trips
Enrolment and Marketing	<ul style="list-style-type: none"> • committee to support Board Enrolment and Marketing efforts

Communications

Internal Communications

Communications within the school occur at a variety of levels:

1. Directly as a part of the parent-educator-learner team process
2. Regular parent meetings
3. Weekly emails
4. Parent manual and website
5. Board activities (agendas and minutes of meetings)

External Communications

Pacific Spirit is working to develop links with our external community. This is done primarily through our Open Houses held throughout the year and articles in newsletters and newspapers. For the 2008-2009 academic year, we will be continuing a speakers series with members of the external community will be invited to attend. We will also be seeking an external community member with expertise in education to join our Board.

Behavioural Policies

Discipline

The discipline policy at Pacific Spirit is based on inner discipline and begins with supporting young children to take responsibility for their behaviour. The philosophy is based on respect: respect for self, respect for others and for the environment. We create clear, safe expectations through dialogue with children and their families and have agreed upon consequences when these boundaries are not respected.

We consider it a privilege to be together to participate in the environment of our school and to enjoy the amount of freedom inherent in self-directed learning projects. With this privilege and freedom comes a high degree of responsibility in being accountable for one's behaviour. When a child is unable to manage this responsibility s/he is first supported through dialogue, taking space to reflect possibly through reflective writing or drawing. We also maintain ongoing dialog with parents in all matters of their child's education. Parents are consulted when a child is struggling with behavioural responsibility. If the child's struggle is ongoing, we may limit their privileges and freedoms to more reasonably suit their ability to be responsible for their behaviour. In the case that the child is unable to develop the responsibility required to participate in our school program, parents may be requested to attend school with their child or keep the child home from school until s/he has developed the necessary behavioural skills. If the child is unable to acquire these skills, s/he would not be eligible to register for the following academic year. This step is not taken as a punishment but in an attempt to respond to a child's needs. Throughout the process with the child and the family, we seek to understand the underlying causes or issues and where relevant, make referrals to outside support systems.

Through guidance to develop inner discipline, we seek to encourage the development of young people who are self aware and socially responsible; who can clearly identify their own values and ideals and who can respond to their life experiences with assurance, integrity and compassion.

Safety

The K-1 class has a personal safety unit covered every year in September and again in the spring when the weather invites more outdoor time.

The unit covers:

- Conflict resolution
- traffic safety
- emergency preparedness (fire and earth quake)
- body health
- personal space
- social safety



The unit is studied through stories, dialogue, problem solving scenarios and role-play.

In terms of how children of all ages move about the school and the space around the school, the following policies apply:

1. Setting clear boundaries

Boundaries outside the school vary with the age and responsibility of the child. Initially, the children are required stay within visual range of the teacher. As children become more responsible, the boundaries expand.

2. Groupings

Children go outdoors only in groups.

3. Check-In System- child initiated

The child informs the educators of his or her whereabouts whenever changing locations in the school or outdoors.

4. Check-In System- educator initiated

The educator consistently checks whereabouts of each child at every transition and more often during longer working periods.

The child must be able to meet these expectations. When a child cannot be fully responsible s/he must stay with the educator until they are ready. In order to work with these expectations a child must also treat others respectfully, demonstrate conflict resolutions skills, and be able to discern when it is necessary to seek assistance. This approach to safety is followed throughout the school years with children assuming increasing responsibility.

We do not have dedicated playground supervision at Pacific Spirit. However, it is our belief that the small school size and configuration, proximity of the classrooms and educators to play areas and the approach to safety outlined here meet safety needs.

Learning at Pacific Spirit

Philosophy and Approach

Pacific Spirit offers an innovative, individualized approach to the BC core curriculum. While following the guidelines set out by the BC Ministry of Education we also recognize the importance of the child's intellectual goals coming from within.

Within these guidelines educators have autonomy to be creative and flexible in their presentation. We are regularly evaluated by members of the Ministry of Independent Schools. All of our educators are members of the BC College of Teachers.

Pacific Spirit School offers many special programs and outings. These include special visits to senior centres, art exhibitions and school camping trips (with many parents). These help give students an insight into the wider world, which enhances their learning and school experience.

What We Offer

- Small class sizes and spacious classrooms
- Strong curriculum
- Dedicated and experienced educators
- Fine arts classes and theatre
- Science fairs
- French twice weekly
- Outdoor education
- Focus on inter- and intra-personal skills
- Flexible multi-age small group learning
- Regular class trips and outings

Curriculum

Pacific Spirit follows the BC Curriculum as outlined by the Ministry of Education- with our own Pacific Spirit emphasis. Our overall approach is summarized below.

Table 3: Summary of School Wide Approach to Curriculum

Grades K-1	Self-awareness Social learning Basic literacy and numeracy skills	Throughout: Respect Relationships Responsibility Confidence Self reliance Flexibility
Grades 2-4	Core Skills development (reading, spelling, grammar, writing and math)	
Grades 5-7	Self directed learning Further core skills Project based learning	

The tables on the following pages outline the Pacific Spirit approach to developing spiritually, physically, intellectually, socially, creatively and emotionally.

Table 4: Pacific Spirit Activities, Goals and Outcomes

Spiritual		
Activities	Goals	Long Term Outcomes
<ul style="list-style-type: none"> • Daily meditations • Daily quiet times • Daily yoga practice • Group discussions and shared readings • Stories: Study of mythology representing quest and transformation 	<ul style="list-style-type: none"> • Awareness of personal ideals • Ability to make personal decisions • Awareness of tools/practice to “self-soothe” toward inner peace 	<ul style="list-style-type: none"> • Sense of inherent self-worth • Internal locus of control

Emotional		
Activities	Goals	Long Term Outcomes
<ul style="list-style-type: none"> • Record of anecdotal observations of behaviour periodically throughout the term • Open circle/closing circle discussion • Show-and-tell • Stories, puppet plays and role plays • Weekly class meetings • Self awareness projects such as: Who am I? Who are you?; Body tracing with interview; Celebration of myself; When I was a baby • The book of me; Create a piece of art to illustrate your personality; Write about yourself using a genre of your choice • Parent/Educator conferences • Referrals for further professional assessments as needed 	<ul style="list-style-type: none"> • Ability to perceive many possibly ways of expressing feelings and to make appropriate choices • Awareness of one’s feelings • Ability to take responsibility for feelings in a respectful manner • Awareness of the feelings of others • Demonstrate empathy and compassion • Personal awareness 	<ul style="list-style-type: none"> • Self assurance • Self confidence • Mental well-being • Personal & social responsibility • Ability to deal with change

Intellectual		
Activities	Goals	Long Term Outcomes
<ul style="list-style-type: none"> • Thematic studies • Individual & group projects • Field trips • Collaborative individual education goals • Self-directed activities in learning centers • Structured daily lessons in core skills • Twice yearly skills testing • Examples of self-selected best work • Parent/Educator/Student conferences • Creation of Portfolios/Books • Presentations 	<ul style="list-style-type: none"> • Independent and collaborative study skills • Self-directed learning • Strong core skills 	<ul style="list-style-type: none"> • Love of learning • Awareness of self as a learner • Ownership of learning • Self reflection • Self esteem • Confidence in communication

Creative		
Major Activities	Goals	Long Term Outcomes
<ul style="list-style-type: none"> • Resource classes with Fine arts specialists; Acting, Art, Music • Weekly sessions incorporating spontaneous and guided projects • School plays • Projects and performances linked to thematic studies • Large collection of building materials, attractively displayed • Units on artists • Inviting array of dress-up clothes • Visits to museum, art galleries and concerts 	<ul style="list-style-type: none"> • Stimulating environment with plenty of space and time to explore • Quiet spaces • Ability to develop, plan, execute and present creative projects • Play things chosen to nurture a child's imagination • Art supplies readily available • Open-ended expression • Free of judgement (Judgement free) • Provoke thinking (Thought provoking) • Acquisition of artistic knowledge. 	<ul style="list-style-type: none"> • Creative expression • Ability to generate creative approaches in many mediums • Pride in creative expression • Confident, intrinsically motivated learner • Appreciation of the arts

Social		
Activities	Goals	Long Term Outcomes
<ul style="list-style-type: none"> • Overarching social development curriculum with particular emphasis in the early years • Educators working collaboratively in daily morning meetings and biweekly staff meetings to support each other and parents in guidance strategies • Role plays, puppet plays • Modeling active listening and respectful communication • Community projects school-wide and in the larger community • School-wide discussions of social expectations and boundaries • Guidance in individual conflict transformation • Weekly class meetings • Potlucks, camping trips, celebrations • Parent meetings • Field trips • Community projects in the city 	<ul style="list-style-type: none"> • Involved students - in designing and maintaining school environment • Co-operative/ collaborative skills • Respectful communication skills • Conflict transformation skills 	<ul style="list-style-type: none"> • Social responsibility • Awareness of community • Experience sense of belonging in a safe school environment • Awareness of group dynamics

Student Evaluation and Assessment

Beginning in 2008-2009, students in Grades 3-7 will be assessed on their basic skills in September and again in late January. Using the results of the assessment, and the learning goals of the student - the student will work with the Educator and parent(s) to develop an individualized learning goals.

Each student will be evaluated three times a year. For students in Grades 3-7 the evaluation will be based on their education goals and for younger students on the BC and Pacific Spirit learning outcomes. Evaluations are individualized and based on the educators' observations and interactions with the child. The students from grade 4 to 7 are included in the evaluation process. Their input is included in the planning of the categories for marking. They are also requested to mark each other for several projects during the year.

Learning Differences and Special Needs

The individualized approach offered by Pacific Spirit is able to accommodate different learning styles. Our Educators are experienced in working with learning differences and with in class support offered by aides and tutors.

Pacific Spirit Educators do not, however, have specific training in special needs and as such the school may not be the best place for children with very specialized needs. The suitability of the school for a particular child will be determined collaboratively with the family and the Educator through the enrollment process.

Resource Specialists

In addition to our academic program we have resource teachers, who are experts in their field, work with children for an hour a week. Becoming adept at artistic self-expression enhances all areas of self-development and learning, allowing students to evolve a sense of discipline, self-confidence and critical thinking. At Pacific Spirit we are fortunate to have a long-standing association with gifted individuals who are specialists in their fields and who have a desire to share their craft with children.

The children have Art, Drama, Music and French classes once or twice weekly, offered by resource specialists.

Physical Space and Movement

It is important for children to feel grounded and comfortable in their bodies. The educators recognize that children have differing needs for physical activity. There is flexibility within the program to move from a quiet activity to a more active mode when the need arises individually or for the group.

Furthermore, children are not limited physically by desks but are able to move around the space to the extent that they need to, as long as they maintain an awareness of the needs of others within the group and the school.

Physical education activities include team sports, co-operative games and free play. The students participate in hiking trips, yoga, beach and park excursions as well as organized sports.

Educator Learning (PD)

The Educators create a Professional Development Plan over the summer months each year for implementation during the year.

Parent Learning (speakers)

In 2008-2009, Pacific Spirit will be offering speakers for the school community and others. This will be developed throughout the year and speakers posted on the website.

Transitioning into the Public School System

Our experience has been that children who have moved on from Pacific Spirit have done so successfully. They have adapted well and effectively used their learning skills they developed at Pacific Spirit to meet academic challenges wherever they go.

As part of our 20 year celebration in 2007, we started a project to write "stories" of some of the children who participated in Life Song/Pacific Spirit School over the last 20 years.

Celebrating Pacific Spirit

At Pacific Spirit we celebrate being part of a community. These celebrations can take the form of:

- Camping trips
- Celebrations (e.g. summer and winter solstice, Chinese New Year, Moon Festivals, end of year party)
- Projects and presentations
- Sport's Day
- Tea ceremonies (every Thursday afternoon)
- Science Fair
- Plays

Parents are asked to volunteer their time through Parent jobs and Committees to make these events happen.

Enrollment and Fees

Enrollment

The enrollment process is as follows:

1. Initial meeting with parent, child and educator to discuss the school and the child's needs.
2. Arrange for a visiting day where the child spends a day at the school.
3. Follow up meeting with educator and parent. At this meeting, the parents, educator and child will determine if Pacific Spirit is right for them. We do not have formal admissions criteria at Pacific Spirit. The meetings and visiting day are intended to assist families in determining whether our school is a good fit for their child. Although Pacific Spirit is structured to accommodate different learning styles, we do not have support staff available for special needs students at this time.
4. Register and pay \$575 deposit to be applied towards tuition (for new students starting 2008).

Fees

The school receives 50% funding per pupil from the Ministry of Education and must cover 80% of the BC curriculum.

In order to receive this funding, we must keep spending per student equal to or less than the amount of funding available per student in the public school system.

Fees are \$5750/year. Fees can be paid as a lump sum or monthly (\$575/month). Monthly fees are payable from August 1 to May 1. The August 1st payment also serves as a non-refundable deposit.

Two months notice is required if it is decided that your child will no longer attend Pacific Spirit School. Tuition for these two months will be payable to the school.

Location and school times

4196 W. 4th Ave. Vancouver, BC, V6R 4J5

Phone: 604-222-1900

Fax: 604-222-1934

E-mail: info@pacificspiritschool.org

School runs from 9 AM until 4 PM Monday to Thursday. A school calendar for each year will be posted on the website to indicate holidays and major events.

Welcome to Pacific Spirit School!