

# THAMES VALLEY DISTRICT SCHOOL BOARD FIRST NATIONS ADVISORY COMMITTEE AGENDA

February 18, 2020

3:00 P.M. - 4:30 P.M.

Lambeth Public School - Learning Commons

Pages

1. Call to Order
2. Confirmation of Agenda
3. Conflicts of Interest
4. Report of the Previous Meeting 1  
The report of the 2020 January 21 is provided for information.
  - a. Business Arising from the Minutes
    1. Jordan's Principle - A. Canham
    2. Supervisor Alternative Learning (SAL Program) (item #5.a) - S. Powell
5. Program Spotlight (Standing Item)
  - a. Lambeth Public School
6. Indigenous Student Trustee Announcements (Standing Item)
7. Learning Support Services Update
  - a. Board Action Plan (BAP) Update (Standing Item) - C. Camillo/ S. McGahey-Albert/ B. Nielsen
  - b. Indigenous Graduation Coach Update - B. Nielsen/ S. McGahey-Albert
  - c. Cultural Funds - B. Nielsen 4
8. School Counselling and Social Work Services Update (Standing Item) - M. Ferdinand
9. Principal Updates (Standing Item)
  - a. Delaware Central and Lambeth Public School - P. Spicer/ J. Richmond 5
  - b. H.B. Beal Secondary School - T. Langelaan 6

- c. B. Davison Secondary School - C. Friesen 8
  - d. Saunders Secondary School - S. Khan 9
  - e. Strathroy District Collegiate Institute - S. Hambides 10
- 10. Community Updates (Standing Item)
  - a. Chippewas of the Thames First Nation
  - b. Munsee-Delaware Nation
  - c. Oneida Nation of the Thames
- 11. Other Business
- 12. 2020 Meeting Dates
  - Tuesday, April 21, 2020 (B. Davison)
  - Tuesday, May 19, 2020 (Delaware Central)
  - Tuesday, June 16 (Munsee-Delaware)
- 13. Adjournment

## REPORT OF THE FIRST NATIONS ADVISORY COMMITTEE

January 21, 2020  
3:27 p.m. - 4:45 p.m.

### MEMBERS

C. Antone, Chair  
J. Skinner, Trustee  
B. Summers, Oneida Nation of the Thames  
C. Kechego, Chippewas of the Thames  
O. Correia, Munsee-Delaware Nation

**Regrets:** J. Bennett, E. Young, M. Fisher,

### ADMINISTRATION AND OTHERS

D. Macpherson, Superintendent of Student Achievement  
B. Nielsen, FNMI Learning Supervisor  
S. McGahey-Albert, FNMI Education Advisor  
S. Folino, Research and Assessment (-4:43)  
T. Langelaan, Principal, H.B. Beal Secondary School  
S. Khan, Principal, Saunders S.S.  
J. Patterson, Vice-Principal, Saunders S.S.  
B. Milne, Vice-Principal, S.D. C. I  
C. Kennedy, Student Trustee  
S. Smith, Corporate Services

#### 1. Call to Order

The meeting convened at 3:27 p.m. at Saunders Secondary School.

#### 2. Confirmation of Agenda

The agenda was approved, as amended, on motion.

#### 3. Conflicts of Interest

None declared.

#### 4. Report of the Previous Meeting

The First Nations Advisory Committee Report of the 2019 October 15 meeting was provided for information.

Trustee Antone introduced Trustee Skinner to the members and welcomed him to the committee; she further advised Trustee Bennett has rejoined the committee.

##### a. Business Arising from the Minutes

None.

#### 5. Supervised Alternative Learning - Deferred.

#### 6. Sanders Secondary School Update

D. Macpherson reported an additional Graduation Coach will be hired for Saunders Secondary School. Administration is mid-way through the interview process. D. Macpherson advised additional support staff are being hired through a budget initiative.

#### 7. Program Spotlight (Standing Item)

##### a. Saunders Secondary School

S. Khan presented a proposal for a new Indigenous STEM Program that will be offered in the second semester. The program will run a full day offering project based learning with

a combination of science, engineering, math and technology. This will offer multiple pathways with flexible options for Indigenous students.

**8. Learning Support Services Update**

**a. Board Action Plan (BAP) Update (Standing Item)**

S. McGahey-Albert provided an update on the First Nations Advisory Committee Board Action Plan on Indigenous Education. A handout was provided.

B. Nielsen highlighted the progress made with the Ojibwe Language Program. The Raven Program was described.

**b. Cultural Funds**

B. Nielsen presented an update on the First Nations Cultural Funds 2019-2020 Budget.

Questions of clarification regarding unspent funds were answered by B. Summers.

**9. School Counselling and Social Work Services Update (Standing Item)**

None.

**10. Principal Updates (Standing Item)**

Principals/Vice Principals, attending the meeting, referred to the written reports provided to committee members. Initiatives, events and programming were highlighted.

Questions of clarification regarding second language options available for FNMI students, student absentee phone calls, community instructors, volunteer opportunities and Treaty 21 were addressed.

**11. Community Updates (Standing Item)**

**a. Chippewas of the Thames First Nation**

C. Kechego advised she is resigning from committee and this is her last FNAC meeting.

**b. Munsee-Delaware Nation**

O. Correia reported on the success resulting from the annual roast beef dinner, where teachers and community members gathered to collaborate on ways to improve the school experience and student outcomes.

O. Correia reported K. Mosca is teaching Lunaape at the Language Centre. Munsee-Delaware Nation has received a grant for a teacher to teach a Lunaape language course within TVDSB. O. Correia is collaborating with B. Nielsen and staff at Strathroy District Collegiate Institute, noting the program is in the early stages. K. Mosca has a Provisional certificate to teach Lunaape and will be fully certified to teach in June 2020.

It was noted bullying on the school bus is an on going issue and that students are going to school but not attending class. The Education Committee is hosting a forum on 2020 February 6 within the Community to address the concerns and source solutions.

Questions of clarification regarding a timeline for implementing the Lunape Language Course and inviting Principals to the forum were addressed

**c. Oneida Nation of the Thames**

B. Summers requested support hosting an education forum to address issues at Oneida Nation of the Thames. Information was provided on a grant received from Indigenous Service Canada to fund a project to help support students transitioning to Secondary school and focus on numeracy by coordinating tutors and offering internet access issues in alternative learning spaces. It was noted there are current contracts with the Oxford Learning Centre and Sylvan Learning Centre as part of the grant and extended the services to all the communities.

B. Summers reported Oneida Nation of the Thames received Jordan's Principle project approval for an early years program in the community for parents and staff.

B. Summers advised that a comprehensive community plan is in progress as a result of a community survey.

B. Summers advised that two classes of grade six student will integrate to TVDSB in 2020 September, noting this is double the usual amount

**12. Other Business**

C. Kechego provided information on Indigenous resources for families. Discussion considered the potential to develop an Indigenous department, required supports, and the process to advocate for its development.

Questions regarding the completion of Jordan's Principle paperwork were answered by Administration.

Trustee Antone extended her appreciation to C. Kechego for her work and dedication to FNAC.

**13. 2019-2020 Meeting Dates**

The next meeting will be held on Tuesday, February 18, 2020 (Lambeth).

**14. Adjournment**

The meeting adjourned at 4:45 p.m. by motion.

**7. Program Spotlight (Standing Item)**

**b. Indigenous Student Trustee Announcements**

Student Trustee Kennedy announced the Indigenous Student Trustee Election is on 2020 February 26. It was noted that Indigenous Student Trustee Announcements will be added as a standing agenda item moving forward.

**Carol Antone**  
CHAIRPERSON

Thames Valley District School Board  
First Nation Cultural Funds  
2019-2020 Budget

Account #	Description	Budget	Expenditures March 16-Aug 31, 2019	Expenditures Sept 1, 2019-Mar 15, 2020	Total Billing March 16, 2019- March 15, 2020	Unspent Amount
103151005931	STAFF DEV'T - LAMBETH	-	-	-	-	
103301005931	SUPPLIES & SERV - LAMBETH	2,280.00	968.87	1,049.88	2,018.75	
104501005931	FIELD TRIPS - LAMBETH	-	-	-	-	
Subtotal		2,280.00	968.87	1,049.88	2,018.75	261.25
101821165931	CAS SALARIES - DELAWARE	-	-	-	-	
102821165931	BENEFITS-CASUAL SALARIES-DELAWARE	-	-	-	-	
103151165931	STAFF DEV'T - DELAWARE	-	-	-	-	
103301165931	SUPPLIES & SERV - DELAWARE	1,320.00	-	-	-	
104501165931	FIELD TRIPS - DELAWARE	-	-	-	-	
Subtotal		1,320.00	-	-	-	1,320.00
101822140931	CAS SALARIES - BEAL	-	-	-	-	
102822140931	BENEFITS-CASUAL SALARIES-BEAL	-	-	-	-	
103152140931	STAFF DEV'T - BEAL	-	-	-	-	
103302140931	SUPPLIES & SERV - BEAL	1,320.00	(2.37)	-	(2.37)	
104502140931	FIELD TRIPS-BEAL	-	-	-	-	
Subtotal		1,320.00	(2.37)	-	(2.37)	1,322.37
101822280931	CAS SALARIES-INSTRUCTIONAL-SAUNDERS	-	-	-	-	
101852280931	CAS SALARIES - SAUNDERS	-	-	-	-	
102822280931	BENEFITS-CASUAL SALARIES-SAUNDERS	-	-	-	-	
102852280931	BENEFITS-CAS SALARIES PD-SAUNDERS	-	-	-	-	
103152280931	STAFF DEV'T - SAUNDERS	-	-	-	-	
103302280931	SUPPLIES & SERV - SAUNDERS	5,400.00	868.92	129.12	998.04	
104502280931	FIELD TRIPS - SAUNDERS	-	-	-	-	
Subtotal		5,400.00	868.92	129.12	998.04	4,401.96
103152320931	STAFF DEV'T - STRATHROY DCI	-	-	-	-	
103302320931	SUPPLIES & SERV - STRATHROY DCI	960.00	440.75	-	440.75	
104502320931	FIELD TRIPS - STRATHROY DCI	-	-	-	-	
Subtotal		960.00	440.75	-	440.75	519.25
103152340931	STAFF DEV'T - THAMES	-	-	-	-	
103302340931	SUPPLIES & SERV - THAMES	-	-	-	-	
Subtotal		-	-	-	-	-
103152341931	STAFF DEV'T - B DAVISON	-	-	-	-	
103302341931	SUPPLIES & SERV - B DAVISON	360.00	-	375.13	375.13	
104502341931	FIELD TRIPS - B DAVISON	-	-	-	-	
Subtotal		360.00	-	375.13	375.13	(15.13)
103153090931	STAFF DEV'T - ANISHNABE	-	-	-	-	
103303090931	SUPPLIES & SERV - ANISHNABE	360.00	-	-	-	
104503090931	FIELD TRIPS-ANISHNABE	-	-	-	-	
Subtotal		360.00	-	-	-	360.00
103205240931	NATIVE LANGUAGE RESOURCES	-	-	-	-	
153175240931	STAFF DEV'T - NATIVE ADVISORY	-	-	-	-	
Subtotal		-	-	-	-	-
Totals:		12,000.00	2,276.17	1,554.13	3,830.30	8,169.70

32%

<div style="text-align: center;"><b>FIRST NATIONS ADVISORY COMMITTEE</b></div> <div style="text-align: right;"><i>February 2020</i></div> <div style="text-align: center;"><b>SCHOOL PRINCIPAL'S REPORT</b></div>
<b>School: Lambeth / Delaware</b>
<p><b>PART 1 – Student Achievement</b>  <i>Quantitative achievement data for students from communities (aggregate, as available); review of most recent FNMI Student Success Team Meeting (secondary), date of next meeting (secondary); next steps, other data sources regarding student achievement and well-being for community students</i></p> <ul style="list-style-type: none"> <li>-Program Development Team meetings continue to be held monthly for students with significant needs.</li> <li>-Select students continue to receive individual and/or small group instruction to target specific needs in language and math.</li> <li>-Secondary Schools registration is almost complete; completed packages are due to secondary schools no later than February 14.</li> <li>-Grade 8 to 9 transition meetings for students with identified exceptionalities have been held.</li> <li>-Students who present attendance concerns are meeting with our Attendance Counsellor. Data is being collected to assess the effectiveness of interventions.</li> <li>-Melissa Brown, FNMI Counsellor, is meeting with students at Delaware who have been referred to her.</li> <li>-School Administration have met with Bruce Nielsen and reviewed student data; growth is noted for students at Lambeth receiving specific additional supports provided by Oneida.</li> </ul>
<p><b>PART 2 – Initiatives to Support First Nations Students</b>  <i>Cultural events, student activities, staff development, parent and community engagement</i></p> <ul style="list-style-type: none"> <li>-The educational advocates and co-ordinator continue to be a support for administration, staff and students.</li> <li>-Meetings to review and plan for the transition of grade 6 students from Standing Stone School into TVDSB continue. Discussions with staff, including attendance counsellors, special education learning coordinator and the learning supervisor focus on possible supports that could aid in the successful transition of students.</li> <li>-Planning is underway for a registration event, school visits and tours; tentative dates have been selected. The school visits to Lambeth and Delaware will follow last year's format if teachers are available to participate. If not, an alternative schedule will be created.</li> <li>-Grade 6, 7 and 8 students from Standing Stone, Lambeth and Delaware are participating in Western University's 14<sup>th</sup> Annual Indigenous Services Track and Field Day on February 20.</li> <li>-The mural project facilitated by Tsista Kennedy and Thomas Martel continues.</li> <li>-The breakfast program is in its first month and is well attended.</li> <li>-Lunaape language teacher, Karen Mosko, is in her final year of the teacher education program at the Schulich School of Education at Nipissing University, which will result in Ontario College of Teachers certification as a Teacher of Indigenous Language-Lunaape. She has begun her second practicum placement at Delaware.</li> </ul>
<p><b>PART 3 – School News</b>  <i>School-wide events and updates</i></p> <p>February 17 – Family Day  February 19 - 15<sup>th</sup> Annual Youth Track and Field Day at Western University  March 5 – Graduation Photo Day  March 6 – PD Day</p>

<p style="text-align: center;"><b>FIRST NATIONS ADVISORY COMMITTEE</b> <b>SCHOOL PRINCIPAL'S REPORT</b></p>
<p><b>School: H.B. Beal Secondary School (October 2019)</b></p>
<p><b>PART 1 – Student Achievement</b>  <i>Quantitative achievement data for students from communities (aggregate, as available); review of most recent FNMI Student Success Team Meeting (secondary), date of next meeting (secondary); next steps, other data sources regarding student achievement and well-being for community students.</i></p> <p style="text-align: center;"><i>See Attachment CREDIT ATTAINMENT SUMMARY FOR FNMI STUDENTS AT BEAL Semester 1, 2019-2020</i></p> <p style="text-align: center;"><b>FNMI SST Summary (Period 3 &amp; 4) – Semester 1, 2019-2020</b></p> <p>Number of FNMI students being supported in FNMI SST (Per. 3 &amp; 4) <b>57+</b>          Number of sign-in's to FNMI SST this semester <b>901</b>          Number of students with an FNMI SST line (timetabled) for academic support <b>8</b>          Number of credit recovery earned <b>6</b>          Number of Alt. Credits earned <b>2</b>          Number of interactions for Credit Rescue <b>65</b>          Number of interactions for social, emotional, health or pathway supports <b>65</b>          Number of tests/exams written in FNMI SST <b>30</b></p> <p><i>Emphasis was on supporting students via Credit Rescue – Proactive Supports</i></p>
<p><b>PART 2 – Initiatives to Support First Nations Students</b>  <i>Cultural events, student activities, staff development, parent and community engagement</i></p> <ul style="list-style-type: none"> <li>• FNMI SWAC : 3 students into the program this semester for June graduation date</li> <li>• Planning for September entrance into the program (credit attainment/required courses achieved)</li> <li>• Student planning for credit/community hours attainment</li> <li>• UWO liaison for Fourth R and Student Leadership committee</li> <li>• (Grad Coach – Transition Planning) Grade 8 FNMI monthly visits (programming) to build relationships with students coming to Beal for grade 9</li> <li>• Daily/weekly/monthly meetings with grade 9 students dependent on needs (social/emotional/academic)</li> <li>• Weekly attendance checks, followed by connecting with</li> <li>• VP's/teachers/guidance/parents/students) to create a plan to improve attendance</li> <li>• Ongoing encouragement and building positive relationships with students who do not regularly attend class.</li> <li>• Goal: building trust, self-esteem and confidence within the student that will work towards achieving academic success towards a plan that has been put in place.</li> </ul>
<p><b>PART 3 – School News</b>  <i>School-wide events and updates</i></p>



**CREDIT ATTAINMENT SUMMARY FOR FNMI STUDENTS AT BEAL**  
**Semester 1, 2019-2020**

**Urban FNMI Students by Grade**

	<b># of students</b>	<b>Credits achieved/ Credits attempted</b>	<b>Credit attainment %</b>
<b>Grade 12</b>	24	58/69	84%
<b>Grade 11</b>	22	62/77	81%
<b>Grade 10</b>	32	89/104	86%
<b>Grade 9</b>	20	68/77	88%
<b>TOTALS</b>	<b>98</b>	<b>277/327</b>	<b>85%</b>

*\*\*does not include 10 FNMI Students in Alt programming*

**On-Reserve FN Students by Grade**

	<b># of students</b>	<b>Credits achieved/ Credits attempted</b>	<b>Credit attainment %</b>
<b>Grade 12</b>	11	30/35	86%
<b>Grade 11</b>	4	9/12	75%
<b>Grade 10</b>	9	33.5/35	96%
<b>Grade 9</b>	3	11/12	92%
<b>TOTALS</b>	<b>27</b>	<b>83.5/94</b>	<b>89%</b>

*\*\*does not include 4 FN students in Alt or no classes*

**Oneida Students**

<b># of students</b>	<b>Credits achieved/ Credits attempted</b>	<b>Credit attainment %</b>
16	49.5/55	90%

**Chippewa Students**

<b># of students</b>	<b>Credits achieved/ Credits attempted</b>	<b>Credit attainment %</b>
11	34/39	87%

<p style="text-align: center;"><b>FIRST NATIONS ADVISORY COMMITTEE</b> <b>SCHOOL PRINCIPAL'S REPORT</b></p>
<p><b>School:</b> B. Davison -- February 2020</p>
<p><b>PART 1 – Student Achievement</b> <i>Quantitative achievement data for students from communities (aggregate, as available); review of most recent FNMI Student Success Team Meeting (secondary), date of next meeting (secondary); next steps, other data sources regarding student achievement and well-being for community students</i></p> <p>With Sem 1 results in hand, here is a breakdown of our FNMI students for which we have consent:</p> <ul style="list-style-type: none"> <li>- Grade 9 male, earned 1 of 2 afternoon credits, currently passing 3 of 4 morning courses (our Grade 9 and 10 morning program is de-semestered)</li> <li>- Grade 10 female in DE program, integrated in 2 courses last semester of which she passed both, will be integrated into 3 courses this semester</li> <li>- Grade 10 female, passed both afternoon credits as well as passing all four morning courses</li> <li>- Grade 12 female, earned credits in all 3 Sem 1 courses, is on track to graduate in fifth year</li> <li>- Grade 12 female, earned credits in all 4 Sem 1 courses, is on track to graduate in this only her fourth year</li> <li>- Fifth year male, still needs 3 more credits to graduate, working through Oneida to get these</li> </ul>
<p><b>PART 2 – Initiatives to Support First Nations Students</b> <i>Cultural events, student activities, staff development, parent and community engagement</i></p> <p>Our Semester One Native Studies class engaged in some beading as well as hosting a Semester-ending corn dog and soup luncheon. It was delicious and enjoyed by a large portion of the school.</p>
<p><b>PART 3 – School News</b></p> <p>We have our next Project Day on the 14<sup>th</sup>. We will combine this with having a free breakfast for the school to start the day, followed by staff-led projects for the morning as well as a combination of Valentine's Day Dance/Gym activities/Movies after lunch.</p> <p>We had a successful Sem One with a 90% school course passing rate which is consistent with our last two years. We have 7 new students for Sem 2 which for a school of 150 is not insignificant (almost 5% more students). We will begin to have our Grade 10's enter the "job tasting" phase of our Work Experience continuum. Job Tasting allows each of our 10's to try different work experiences for varying lengths of time to prepare them for their Grade 11 Pre Co-op and Grade 12 Co-op programs.</p>

**FIRST NATIONS ADVISORY COMMITTEE**

**SCHOOL PRINCIPAL'S REPORT**

**February 2020**

**School: Saunders Secondary School**

**PART 1 – Student Achievement**

*Quantitative achievement data for students from communities (aggregate, as available); review of most recent FNMI Student Success Team Meeting (secondary), date of next meeting (secondary); next steps, other data sources regarding student achievement and well-being for community students.*

Semester 1 Final Marks: 82.5 % pass rate in credits completed for FNMI students. Approximately 60 courses dropped; mainly due to consecutive absences. Failed courses correlated to high absenteeism.

Student Success Meetings: Feb. 11 & 13 to review Semester 1 final marks, attendance, review Semester 2 timetables and plan any needed interventions.

Credit Recovery Opportunities: reviewed all data from eligible period with goal to maximize credit accumulation.

Graduation Requirements: VP is communicating directly with students and parents about outstanding community service hours needed to graduate. More communications planned via School Messenger, announcements and bulletin board in coming weeks, for all grades. Tracking and support for meeting literacy requirements is on-going.

**PART 2 – Initiatives to Support First Nations Students**

*Cultural events, student activities, staff development, parent and community engagement*

- 1) Staff Learning – planning for NBE3U/3C, literacy interventions and Indigenous
- 2) Mural for Cultural Centre – week of Feb. 10 is painting week; invitation to non-Indigenous students to participate.
- 3) Students using Cultural Centre frequently; tracked by Graduation Coach. Second Graduation Coach starting soon.

**PART 3 – School News**

*School-wide events and updates*

**Important Dates:**

- Feb. 14 Course Selections for 2020-2021 Due
- Feb. 11 Raven Class starting Ojibwe experiential learning with Atlohsa (twice a week)
- Apr. 8 School Council Meeting at 7 PM

<p style="text-align: center;"><b>FIRST NATIONS ADVISORY COMMITTEE</b> <b>SCHOOL PRINCIPAL'S REPORT</b></p>
<p><b>School: Strathroy District Collegiate Institute – February 2020 report.</b></p>
<p><b>PART 1 – Student Achievement</b> <i>Quantitative achievement data for students from communities (aggregate, as available); review of most recent FNMI Student Success Team Meeting (secondary), date of next meeting (secondary); next steps, other data sources regarding student achievement and well-being for community students</i></p> <ul style="list-style-type: none"> <li>• FNMI SST started in her role at the beginning of semester two. She is meeting with students to develop plans towards graduation. Emphasis on credit rescue, credit recovery and connections to Co-op placements. She is working closely with guidance, Resource and Student Success.</li> <li>• February 11 – Students were invited to the FNMI room to meet with Admin, guidance, Education Advocates, Grad Coach, SST to learn about the room, each staff member's role, how to get support and course selection opportunities.</li> <li>• STT and Grad Coach have worked with the students to choose courses for next year and ensure their selections are in by the deadline.</li> <li>• We added a Civics/Careers class with an Indigenous focus.</li> </ul>
<p><b>PART 2 – Initiatives to Support First Nations Students</b> <i>Cultural events, student activities, staff development, parent and community engagement</i></p> <ul style="list-style-type: none"> <li>• We continue to work towards a school-wide approach to supporting our students:             <ul style="list-style-type: none"> <li>➤ The cosmetology teacher added indigenous face charts for creating makeup design</li> <li>➤ The music teacher and Grad Coach will be exploring what a music outreach might look like in the form of a summer camp at Antler River - the hope would be to ease the transition and build confidence for those students who hope to take music at SDCl, but have never played a wind or brass instrument be.</li> <li>➤ The DE class will use some selections from the late, Ojibway author, Richard Wagamese's One Native Life. The reading will be used as a jump-off point to either a short journal entry, or a discussion, depending on the questions/discussion/engagement that students respond with.</li> <li>➤ The Law, NBE3C and Indigenous Civics classes are going to Ska-Nah-Doht at Longwoods Conservation Area to do two programs: Legends of the Longhouse and Treaties. The Legends ties into the NBE3C Indigenous Voices course and the Treaties goes with the CLU3M and CHV courses. The law course will then look into current Indigenous legal issues and cases and then do research on a Numbered Treaty.</li> <li>➤ The English Department has been adding new text to their literature circle selections and adding in short stories written by Indigenous authors to provide new perspectives in the short story unit.</li> <li>➤ The librarian is communicating with Drew Hayden Taylor to come speak about his plays, short stories and novels. All English classes will attend.</li> </ul> </li> </ul>
<p><b>PART 3 – School News</b> <i>School-wide events and updates</i></p> <ul style="list-style-type: none"> <li>• Course selection is due by Friday, February 14</li> <li>• Pink Shirt Day is February 26</li> <li>• Fanshawe Pow Wow - March</li> </ul>

