

## *Curriculum Services 2021—2022*

# **Current Inventory of School Initiatives Promoting Academic and Social Success in Culturally Proficient Ways**

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### **District Mission, Vision, Values**

The mission of the School District of Mystery Lake will empower each student's learning potential and develop socially responsible lifelong learners with a strong sense of self-worth by providing a diversity of educational experiences

### **Vision**

Success for All

### **Ethical Values**

Respect, Integrity, Empathy, Responsibility and Humility

### **We Believe**

- Individuals have the right to access quality education in an equitable manner that maximizes individual potential.
- Learning is a holistic lifelong pursuit that enhances the mind, body and spirit of the individual.
- In supporting a learning community to create and enhance respectful, safe and inclusive schools founded on Cultural Proficiency.
- Learning experiences must nourish a sense of wonder, curiosity and imagination in students.
- Public education serves the common good.
- In the importance of communication and engagement with all educational partners and the community at large.
- Practices must be linked to research and evidence.

## Indigenous and Northern Perspectives/Truth & Reconciliation

The district continues to recognize the importance of Truth and Reconciliation: Calls to Action and the United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP).

- Indigenous Knowledge: is inclusive, is encompassing, benefits all students, is corrective history, recognizes diversity, is meaningful, respectful and inclusive.
- The perspective of the First Nations and Inuit is that their people inhabited this Land since time immemorial and that governance, social and educational structures were in place to ensure “*mino pimātisiwin*” (Cree term meaning ‘a good life’). The governance and social structures in place at the time of contact became one of the foundations on which Canada was established.
- The Metis people are recognised as a distinct culture and are considered one of the founding nations of Canada.
- Northern perspective is inclusive of those who have lived and continue to live in this region of the North. It is that perspective which develops as a result of life in the north due to: distance, the availability of the natural environment, learning from the land, relationships, and the responsibility of stewardship.
  - Corrective history gives voice to people, previously silenced, as they share history, experiences, stories and world views. Historically, Indigenous world view, cultures, and land based knowledge have been excluded from education systems which has contributed to the low academic success rates of First Nations, Inuit and Metis students today. Incorporating Indigenous perspectives through practical, culturally proficient experiences benefit all learners and supports academic success.
- As educators, we have a responsibility to embed Indigenous perspectives throughout our teaching and learning environments meaningfully and consistently; this is vital. Our roles include:
  - Working towards ensuring that the concept of *mino pimātisiwin* is embedded across the curriculum and reflected in classroom practice using these perspectives
  - Providing opportunities for corrective history strategies to be utilised in a safe manner.
- Indigenous education engages students, teachers, parents, and community in embracing Treaty Education Initiatives and addressing the Truth and Reconciliation Commission Calls to Action.

## Land-Based Education

- Our concept of Land Based Education is rooted in the Indigenous belief that the land we live on is our home and it nurtures us. Keeping that perspective central to our work, Land-Based Education becomes that which can be learned

from activities experienced while forming a relationship with the land and coming to an understanding of the teachings it has for us. The extension of this belief is that what can be learned from the land can be thoroughly integrated with provincial curriculum learning outcomes in all subjects.

## **Cultural Proficiency**

- Cultural Proficiency provides tools to learn about, understand, and value diverse perspectives with the aim of creating a more socially just society.
- Cultural Proficiency is a personal journey in that it is about learning to value our role in making things better for all of our citizens (Terrell & Lindsey, 2009). This means becoming aware of our own thoughts and reactions towards those who are different, and working to change ourselves. This inside-out approach, where people focus on their own personal growth, which then fosters institutional change, is the cornerstone of cultural proficiency.
- Importance of Cultural Proficiency
  - Engages people to have hard, yet safe, conversations about culture, equity vs equality, privilege & entitlement, student graduation rates, and marginalized populations.
  - Strives to create positive changes to empower individuals and community.
  - Brings students, school and community relationships into a learning community of shared values and educational goals for equitable outcomes for all students.
- Cultural proficiency opens eyes, minds, hearts, and doors to value Land Based Learning and Indigenous Knowledge within our schools and community.

## **Challenges**

- Development of Students' Positive Sense of Identity (Indigenous, LGBTTTQ2S+, Culture, Language, Etc.)
- Graduation Rates
- Transition
- School/Home Connections
- Sustainability of Programs/Funding
- Low Academic Levels
- Collecting Authentic Data (Moving Beyond Assumptions)
- Transiency

- Poverty
- Attendance
- Children in Care
- Changing Policy and Practice
- Commitment to Language (Cree and French)

### **Our Journey**

- Cultural proficiency opens eyes, minds, hearts, and doors to value Land Based Learning and Indigenous Knowledge within our schools and community.
- In the past, the school district attempted to confront these challenges with conventional methods with limited progress. This has taught us that:
  - A. We need to change in order to better advocate for, and meet the needs of our students, staff and community.
  - B. We need to be able to start where we are at in our personal journey to feel successful.
  - C. We all need to be change makers who work collaboratively with common goals and vision.

### **How Do We Achieve This?**

#### **Curriculum Services Team**

- Curriculum Services Team continues to collaborate to deliver and support culturally proficient programming throughout the district. Team members include: Cultural Proficiency Consultant; Cree Language/Indigenous Perspectives Consultant; Family Outreach Coordinators; Numeracy Support Teacher; Literacy Support Teachers; French Language Consultant.

## Existing Programs and Initiatives/Clubs Identified in Our Schools Currently Used to Promote Academic, Social Success in Culturally Proficient Ways

	<b>District-Wide</b>	<b>School-Based</b>	<b>Community-Based</b>	<b>Committees/ Partnerships</b>
	Current initiatives & projects that are led and directly supported by Curriculum Services Team	Current school- or classroom-based initiatives & projects led by school administration and/or staff	Current community-based initiatives & projects that your school and/or district is involved with.	Initiatives, projects & relationships.
<b>Indigenous and Northern Perspectives, Land Based Education, and Cree Language</b> <i>(* denotes Cree Language-specific activities)</i>	<p><b>Professional Development</b></p> <ul style="list-style-type: none"> <li>• Treaty Training</li> <li>• CP Training</li> <li>• Land Based Training</li> <li>• Indigenous Identity &amp; Citizenship</li> <li>• Indigenous Perspectives Across the Curriculum</li> <li>• Blanket Exercise</li> </ul> <p><b>Staff Dedicated to This Area</b></p> <ul style="list-style-type: none"> <li>• Cultural Proficiency Consultant</li> <li>• Cree Language/Indigenous Perspectives Consultant</li> <li>• Curriculum Services Team</li> </ul> <p><b>Student Programming (Activities)</b></p> <ul style="list-style-type: none"> <li>• Transition Camps</li> <li>• Mini Winterfest K-8</li> <li>• Fall Camps</li> <li>• Spring Ceremonies/ High School</li> </ul>	<p><b>Professional Development</b></p> <ul style="list-style-type: none"> <li>• F&amp;ST Program</li> <li>• Online library database for <i>inninmōwin*</i> (WCS)</li> <li>• As requested</li> </ul> <p><b>Staff Dedicated to This Area</b></p> <ul style="list-style-type: none"> <li>• School administration and staff</li> <li>• Curriculum Support Services Team</li> </ul> <p><b>Student Programming (School-Wide)</b></p> <ul style="list-style-type: none"> <li>• Gr. 7 Canoe Trip</li> <li>• Gr. 7 &amp; 8 Cree Class</li> <li>• FAST Program (WCS)</li> <li>• Grade 9 Cree language course Pilot Project (RDPC)*</li> </ul>	<p><b>Local</b></p> <ul style="list-style-type: none"> <li>• Keewatin Tribal Council (KTC) Honouring Walkers for Truth and &amp; Reconciliation Community Event</li> <li>• Cree Language Parent BINGO*</li> <li>• Introductory Cree Language classes for the community (WCS)*</li> <li>• Soaring Eagle Student Awards</li> <li>• Winter Festival</li> <li>• Spring Ceremonies</li> </ul> <p><b>National</b></p> <ul style="list-style-type: none"> <li>• Downie-Wenjack Walk</li> <li>• Downie-Wenjack Legacy School Project (WCS, JPS)</li> <li>• National Indigenous People’s Day Celebration</li> </ul>	<p><b>Local</b></p> <ul style="list-style-type: none"> <li>• Thompson Neighbourhood Renewal Corporation (TNRC)</li> <li>• University College of the North (UCN) Kenanaw</li> <li>• UCN Council of Elders</li> <li>• City of Thompson</li> <li>• Vale</li> <li>• Traditional Knowledge Keepers</li> <li>• Thompson Urban Aboriginal Strategy (TUAS)</li> <li>• Spring Ceremonies (Northern and Aboriginal Elders Council)</li> <li>• UCN Kenanaw / SDML Fall Camp</li> </ul>

	<ul style="list-style-type: none"> <li>• Cree Bilingual School K-8*</li> <li>• Cree Language Courses*</li> <li>• Family Camps (JPS, WCS)</li> </ul> <p><b>Managing Resources</b></p> <ul style="list-style-type: none"> <li>• Indigenous Resource Library</li> <li>• Cree Language Curriculum and Resource Development*</li> <li>• Cree language Resource Development*</li> <li>• Supporting schools with local Elders and Knowledge Keepers</li> </ul>	<ul style="list-style-type: none"> <li>• Grade 10 and 11 <i>nehinawewin</i> language RDPC S.I.C courses*</li> <li>• Grade 9 and 10 (RDPC) Indigenous studies courses</li> <li>• Six Seasons of the North (RDPC)</li> <li>• <i>minopimātisiwin</i> kohkom programs (JPS/BWS)</li> <li>• Cree Language Resource Library at Wapanohk School*</li> <li>• As requested</li> </ul> <p><b>Student Programming (Class-Specific)</b></p> <ul style="list-style-type: none"> <li>• Seven Teachings</li> <li>• Smudging/sharing circle</li> <li>• Local Experts &amp; Traditional Teachings</li> <li>• Residential school thematic unit study</li> <li>• Beading projects</li> <li>• Soapstone Carving</li> <li>• Bannock making</li> <li>• Trappers' Presentation</li> <li>• Out-Door Classrooms</li> <li>• Classroom Presentations / Workshops</li> <li>• Elders / Community Resource People</li> <li>• Land Based Camps (BW/DW/JPS/WCS/WW)</li> <li>• Hand Drum/Singing Group*</li> </ul>	<ul style="list-style-type: none"> <li>• National Day of Truth and Reconciliation (Week)</li> <li>• Orange Shirt Day</li> <li>• Missing and Murdered Indigenous Women and Girls (MMIWG) Awareness Walk (May 5, Oct. 4)</li> </ul>	<ul style="list-style-type: none"> <li>• TAEAC</li> <li>• National Indigenous Peoples Day (NIPD) Committee</li> <li>• Mini Winter Fest Planning Committee</li> <li>• Transition Planning Committee</li> <li>• Manitoba Métis Federation (MMF)</li> <li>• Manitoba Keewatinowi Okimakanak (MKO)</li> <li>• Manitoba Hydro</li> <li>• Northern Health Region</li> <li>• Integrated Services (WCS)</li> <li>• Cree Teacher Meetings*</li> </ul> <p><b>Provincial</b></p> <ul style="list-style-type: none"> <li>• Manitoba Aboriginal Languages Committee*</li> <li>• Indigenous Inclusion Directorate Advisory Council</li> <li>• IAA Council</li> </ul>
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		<ul style="list-style-type: none"> <li>• Basic Cree Lessons*</li> <li>• As Requested</li> </ul> <p><b>Ceremonies and Celebrations</b></p> <ul style="list-style-type: none"> <li>• Indigenous Veterans’ Day</li> <li>• <i>makosewi kīsikāw</i> feast volunteer and emcee at WCS</li> <li>• Cree Language Festival*</li> <li>• Protocols (Grand Entry, Honour songs, medicine and drum teachings)</li> </ul>		<ul style="list-style-type: none"> <li>• MASS Indigenous Education committee</li> <li>• MTS Indigenous Voice Action Standing Committee (IVASC)</li> <li>• TTA IVASC</li> </ul> <p><b>National</b></p> <ul style="list-style-type: none"> <li>• Downie-Wenjack Fund Education Advisory Committee (past member)</li> </ul>
<p><b>Literacy</b></p> <p><i>To be literate is to have the ability to identify, understand, interpret, create, and express thoughts, feelings and ideas using printed and written materials.</i></p>	<p><b>Professional Development</b></p> <ul style="list-style-type: none"> <li>• Running Records</li> <li>• Grade 3 Provincial Assessment</li> <li>• Grade 8 Provincial Assessment</li> <li>• Daily 5/Café</li> <li>• Benchmark assessments</li> <li>• ELI teacher training</li> <li>• Grade 6 Expository writing assessment program</li> <li>• Guided Reading</li> <li>• Struggling Readers</li> <li>• Write this Way</li> <li>• Fountas and Pinnell Classroom</li> </ul>	<p><b>Professional Development</b></p> <ul style="list-style-type: none"> <li>• As Requested</li> <li>• Moderation</li> <li>• Grade Group Training (Inquiry Based Learning – ERS/WCS)</li> <li>• ELA Curriculum (new)</li> <li>• Indigenous Perspectives (BW/DW/JP/WW)</li> </ul> <p><b>Student Programming (School-Wide)</b></p> <ul style="list-style-type: none"> <li>• Daily 5/Café</li> <li>• Renewed Curriculum (BW, DW &amp; JS)</li> </ul> <p><b>Student Programming (Class-Specific)</b></p>		<p><b>Partnerships</b></p> <p><b>Local</b></p> <ul style="list-style-type: none"> <li>• Traditional Knowledge Keepers</li> <li>• UCN – Kenanaw</li> <li>• RCMP</li> <li>• Deeper Learning Cycle Pilot</li> <li>• ELI</li> <li>• Grade 6 Expository Writing Assessment</li> <li>• Land Based Learning (DW/JP/WW)</li> </ul>

	<p><b>Staff Dedicated to This Area</b></p> <ul style="list-style-type: none"> <li>• Literacy Support Teachers (2)</li> <li>• Early Literacy Support Teachers (4.5)</li> </ul> <p><b>Student Programming (Activities)</b> Literacy Enrichment through:</p> <ul style="list-style-type: none"> <li>• Guided Reading &amp; Writing</li> <li>• Promoting Incorporation of Indigenous/Northern Perspectives Across the Curriculum</li> <li>• Modelling Culturally Proficient Practices</li> <li>• Daily 5/Café</li> <li>• Renewed Curriculum</li> <li>• Struggling Writers</li> <li>• Grade 5 Fall Camp</li> <li>• Spring Ceremonies</li> <li>• Transition Camps</li> <li>• Mini Winter Festivals</li> <li>• I Love to Read Month</li> </ul> <p><b>Managing Resources</b></p> <ul style="list-style-type: none"> <li>• Lending Library</li> <li>• Digital Resources</li> </ul>	<ul style="list-style-type: none"> <li>• Inquiry Learning Cycle (JP/WW/ERS/WCS)</li> <li>• Cross-Curricular Integration</li> <li>• Traditional Teachings</li> <li>• 60's scoop. MMIWG, Residential Schools, Treaties, Jordan's Principle, TRC: Calls to Action, UNDRIP</li> </ul> <p><b>Ceremonies and Celebrations</b></p> <ul style="list-style-type: none"> <li>• Virtues</li> </ul> <p><b>Managing / Sharing Resources</b></p> <ul style="list-style-type: none"> <li>• As requested</li> </ul>		<ul style="list-style-type: none"> <li>• <b>Provincial</b></li> <li>• Frontier</li> <li>• Pembina Trails</li> <li>• Hanover School Division</li> <li>• Park West</li> <li>• MET</li> <li>• Literacy Leaders Meeting</li> <li>• Winnipeg 1 School Division</li> </ul>
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<p><b>Numeracy</b></p> <p><i>To be numerate is to see that Math is all around us and in everything we do. It is the ability and inclination to use mathematics effectively at home, at work and in the community.</i></p>	<p><i>Our school is actively engaged in these District-wide initiatives that target the improvement of Numeracy in the students of our school.</i></p> <p><b>Professional Development</b></p> <ul style="list-style-type: none"> <li>• Strong Beginnings Interviews</li> <li>• Moderation</li> <li>• Planning with Data</li> <li>• Teaching to Cause Learning</li> <li>• Embedding Technology (Mathletics)</li> <li>• Grade 3 Provincial Assessment</li> <li>• Grade 7 Provincial Assessment</li> </ul> <p><b>Staff Dedicated to This Area</b></p> <ul style="list-style-type: none"> <li>• Numeracy Support Teacher</li> </ul> <p><b>Student Programming (Activities)</b></p> <ul style="list-style-type: none"> <li>• Strong Beginnings- common district math assessments (Implementation of new Assessment #2- English)</li> <li>• Daily mental math</li> <li>• Grade 5 Fall Camp</li> <li>• Spring Ceremonies</li> <li>• Transition Camps</li> </ul>	<p><i>Our classes are actively engaged in these School-wide initiatives that target the improvement of Numeracy in the students of our school.</i></p> <p><b>Professional Development</b></p> <ul style="list-style-type: none"> <li>• Inquire about Guided Math and its place in our district.</li> <li>• Math Recovery</li> <li>• Grade Group PD sessions</li> <li>• Numeracy Pedagogical Strategies sharing at Staff meetings</li> <li>• Embedding Technology</li> <li>• Numeracy and Indigenous Perspectives</li> <li>• Google Classrooms (Elementary, Middle, Jr. High)</li> </ul> <p><b>Staff Dedicated to This Area</b></p> <ul style="list-style-type: none"> <li>• School – specific projects - Resource Teams (WCS, BW, JP)</li> <li>• Numeracy support workers - WCS</li> </ul> <p><b>Student Programming (School-Wide)</b></p> <ul style="list-style-type: none"> <li>• Mathletics</li> <li>• Net Math</li> <li>• Mathology</li> <li>• Sumdog</li> <li>• Numicon</li> </ul>	<p><i>Our students are actively engaged in these initiatives that target the improvement of Numeracy in the students of our school.</i></p> <p><b>National</b></p> <ul style="list-style-type: none"> <li>• First Nations Caring Society Spirit Bear Project</li> </ul>	<p><b>Partnerships</b></p> <p><b>Local</b></p> <ul style="list-style-type: none"> <li>• Traditional Knowledge Keepers</li> <li>• Indigenous District Committee (IVASC)</li> <li>• School-based numeracy leads</li> </ul> <p><b>Provincial</b></p> <ul style="list-style-type: none"> <li>• MET</li> <li>• Indigenous Inclusion Directorate</li> <li>• Frontier School Division</li> <li>• MFNERC</li> <li>• Provincial Numeracy Leads</li> </ul> <p><b>National</b></p> <ul style="list-style-type: none"> <li>• First Nations Caring Society</li> </ul>
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	<ul style="list-style-type: none"> <li>• Mini Winter Festivals</li> <li>• Promotion/Incorporation of Indigenous/Northern perspectives across curriculum</li> <li>• Model cultural proficiency practices</li> <li>• I Love Math Month</li> <li>• Math Olympics</li> </ul> <p><b>Managing Resources</b></p> <ul style="list-style-type: none"> <li>• Increased math resources</li> <li>• Aligning Math Library with District Library</li> <li>• Creation of Resources e.g. Fractions Kits</li> <li>• Digital</li> <li>• Math on the Land</li> </ul>	<p><b>Student Programming (Class-Specific)</b></p> <ul style="list-style-type: none"> <li>• Cross class/grade visits, collaborative teaching and sharing</li> <li>• Numicon (Grade K JP, G1 WC &amp; WW Guidance, IDEAL sites – WW/JP, BW EY Resource)</li> <li>• Math Challenges/Contests</li> <li>• Math Month</li> </ul> <p><b>Managing Resources</b></p> <ul style="list-style-type: none"> <li>• As requested</li> <li>• Net Math (French)</li> <li>• Math Apps</li> <li>• Mathletics</li> <li>• Juniper/Burntwood/Wapanohk manipulatives from Resource Rooms to class</li> </ul>		
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<p><b>French Language &amp; Culture</b></p> <p>(FCC – French Communication &amp; Culture FI – French Immersion)</p>	<p><b>Professional Development</b></p> <ul style="list-style-type: none"> <li>• Language acquisition</li> <li>• BOOM cards</li> <li>• Teacher Pay Teacher (TpT) resources</li> <li>• FCC support and collaboration</li> </ul> <p><b>Student Programming (Activities)</b></p> <ul style="list-style-type: none"> <li>• Concours d’art oratoire, FI and FCC, gr 4-12</li> <li>• Opportunity to meet French Canadians quarterly through Zoom</li> <li>• Artist in the school – Tibert (Rob Malo) to visit all schools</li> </ul> <p><b>Ceremonies and Celebrations</b></p> <ul style="list-style-type: none"> <li>• French and Métis activities during Festival du Voyageur</li> </ul> <p><b>Managing Resources</b></p> <ul style="list-style-type: none"> <li>• Researching and distributing appropriate FCC school resources</li> <li>• Distribution of craft supplies and zoom links for grade 6-8 FCC students</li> <li>• On-going research of decodable books for French reading carts</li> </ul>	<p><b>Professional Development</b></p> <ul style="list-style-type: none"> <li>• K-6 French language consultant (Teresa Francois), French reading development (RSS)</li> <li>• Teaching Sprints – French vocabulary focus (RSS)</li> <li>• Sprenger-Charolles graphophonemic awareness continuum (RSS)</li> </ul> <p><b>Student Programming (School-Wide)</b></p> <ul style="list-style-type: none"> <li>• Je lis Je lis (RSS)</li> <li>• Netmath (RSS)</li> </ul> <p><b>Student Programming (Class-Specific)</b></p> <ul style="list-style-type: none"> <li>• Raconte moi l’alphabet (M)</li> <li>• Raconte-moi les sons (1-2)</li> <li>• AIM</li> <li>• Boukili</li> <li>• Educarme</li> <li>• La grammaire de la phrase 3D</li> <li>• Acti-Vie</li> <li>• Duolingo</li> <li>• Linguascope</li> <li>• French Boom cards</li> <li>• Language retrieval activities</li> </ul> <p><b>Ceremonies and Celebrations Events</b></p> <ul style="list-style-type: none"> <li>• Festival du Voyageur</li> </ul> <p><b>Managing Resources</b></p>	<p><b>Local</b></p> <ul style="list-style-type: none"> <li>• French cultural activities with LVDN school</li> <li>• Gallery walk of student projects (Festival du Voyageur –RSS)</li> </ul> <p><b>Provincial</b></p> <ul style="list-style-type: none"> <li>• Festival du Voyageur</li> <li>• Artist in the school (French)</li> </ul> <p><b>National</b></p> <ul style="list-style-type: none"> <li>• Penpals &amp; Zoom meetings with other Immersion classes</li> </ul>	<p><b>Local</b></p> <p>La Voie du Nord (LVDN)</p> <p><b>Provincial</b></p> <p>Bureau de l’éducation française (BEF) (Theresa Kielhorn François Conseillère pédagogique en arts langagiers (M à 6) Programme d’immersion française)</p> <p><b>National</b></p> <p>Association Canadiennes des professionnels de l’immersion (ACPI)</p> <p>Direction des ressources éducatives françaises (DREF)</p>
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	<p>(ordering and distributing appropriately) (RSS)</p> <p><b>Staff Dedicated to This Area</b></p> <ul style="list-style-type: none"> <li>• French Coordinator</li> </ul>	<ul style="list-style-type: none"> <li>• Class activities/craft supplies for Festival du Voyageur (K-8, RSS)</li> <li>• As requested</li> </ul>		
<b>Family Outreach Coordinators</b>	<p><b>Staff Dedicated to This Area</b></p> <ul style="list-style-type: none"> <li>• Lyle Massan (BWS, JPS, WCS, RDPC)</li> <li>• Jason Bayer (RSS, WWS, DWS, RDPC)</li> </ul>	<ul style="list-style-type: none"> <li>• <i>minopimātisiwin</i> programs (JPS/BWS)</li> <li>• BLT – parent council @ WCS</li> <li>• Family literacy night</li> <li>• Family camps</li> <li>• Land-based camps</li> </ul>		<p><b>Local</b></p> <ul style="list-style-type: none"> <li>• AHEC</li> <li>• SEAT</li> <li>• TCRT-HUB</li> <li>• Streetreach</li> <li>• All Child &amp; Family Service Agencies</li> <li>• NRHA</li> <li>• MaMowWeTak Friendship Centre</li> <li>• RCMP</li> <li>• Residential Tenancy Branch</li> <li>• MACY</li> <li>• MMF</li> <li>• KTC Housing, and other Housing Managements/Residential Landlords</li> <li>• EIA Services</li> <li>• MYC/SMD/Therapists</li> <li>• Hope North/AFM</li> <li>• Food Banks</li> <li>• Boy's &amp; Girl's Club</li> </ul>

				<ul style="list-style-type: none"><li>• Salvation Army</li></ul> <p><b>National</b></p> <ul style="list-style-type: none"><li>• Jordan's Principle</li></ul>
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