



KAWENNÍ:IO/
GAWENÍ:YO

PRIVATE SCHOOL

**ANNUAL
REPORT**

2016 - 2017

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Introduction-Kawenni:io/Gaweni:yo Private School (KGPS)

The Kawenni:io/Gaweni:yo Elementary and Secondary (high school) School is a Gayoghno (Cayuga) and Kanienkehaka (Mohawk) language immersion school located on the Six Nations of the Grand River Territory in Southern Ontario. Our name reflects our mandate. The two words – Kawenni:io in the Mohawk language, and Gaweni:yo in the Cayuga language – means “good sounding words.” With this in mind, we have created a curriculum based on concepts as set forth in the Thanksgiving Address, which is a speech that is spoken before any meeting of our people and which is a reflection of how we view the world.

The Kawenni:io/Gaweni:yo Immersion School has been in operation since 1986, with the later development of the secondary school in 1995. Our aim is to help preserve the traditions and cultures of the Rotinonhsion:ni/Hodinohso:ni. At the same time we are attempting to prepare students for life after high school, whether they plan to go on to higher learning or to enter the work force. The high school was created because parents were concerned that Cayuga and Mohawk speaking students who had been taught all of their lives in our languages and traditions would attend high schools off the reserve and find that they would not fit in and eventually would drop out. The most important reason for the high school however, is that the students continue on their studies in the Cayuga and Mohawk languages and traditions to help regenerate the language and culture.

This Language Immersion school offers 100% instruction in the languages for grades Kindergarten to grade 6, instruction in grades 7/8 are 50% in the language and 50% in English and 25% language instruction in the high school.

Mandate and Belief

Vision

To provide a culturally-based education that promotes understanding and pride in being Rotinonhsion:ni/Hodinohso:ni while preparing students to deal successfully with the complexities of contemporary society.

Mandate

The parents, grandparents, aunts and uncles, all have put their minds together in the hope of providing an education that encourages the children to pursue and achieve excellence in their personal goals in a culturally appropriate manner.

The Goals of Education have been articulated and form the base upon which all curricula are developed and delivered.

The school is governed by a volunteer Board of Directors, comprised of parents and community members. These members are accountable to the Six Nations of the Grand River Territory by accepting the duties and responsibilities as prescribed in the Board Policy.

Belief

Our society depends on citizens who think effectively, read critically, discuss intelligently, evaluate ideas constructively and creatively, and choose to act wisely based on a commitment to ethical values. The complexities and global nature of today's world requires that education work in partnership with the rest of society to promote excellence, mutual accountability, lifelong learning, and receptiveness to change. Each individual has inherent value and dignity, and every individual has the right to an education throughout life. The Kawenni:io/Gaweni:yo Private School (KGPS) prepares future generations of Onkwehon:we/Ongwehonwe to invent their future.

Guiding Principles

Kawenni:io/Gaweni:yo education believes in the concepts of Onkwehonwe values of peace (Sakaterihwahseron:ni/Wadrihwahsro:ni), respect (Tentewataterihwanonkhwake/Dedwadadrihwanohkwa:k), trust (Tkeia:taras/Gakeya'da:s), sharing (Tsha'tentewatste/Tsadedwahs), brotherhood (Kanonronkhwatshera enion:ni/Ganohk egypto:ni' tsadedwadre'), harmony (Tekarihwaen:tas/Degaiwhaedadre), and justice (Karihwahseron:ni/Gaiwhahsro:nih).

Board Policies guide the proper and responsible delivery and operation of the Kawenni:io/Gaweni:yo Private School by the Principal and staff.

The Kawenni:io/Gaweni:yo Board expects compliance with Board Policies for the implementation of the Private School's Vision, mandate and goals.



Message from the Board Chair

Dear Students, Parents/Guardians, Partners and Community Members:

It is my pleasure and honour to bring greetings from the Board of Directors to all our stakeholders(our Students, Parents/Guardians, Principal, Faculty, Staff, Administration, Maintenance, K/GLPP staff, Home and School Committee and Partners) of Kwenni:io/Gawenni:yo Elementary and High School for their commitment and hard work in successfully accomplishing the school program goals and objectives for 2016/17.

This is our third annual report produced by the current Board. This report presents a summary of all activities undertaken during the 2016/2017 school year to meet the deliverables contained in this year's operational plan. Again, we hope that you find it very informative and clear regarding the scope of undertakings completed. We thank Principal, Linda Staats and all contributors for another excellent effort in putting such a comprehensive report together.

The Board continues to support the blended guidelines provided by the Ministry of Education of Ontario and Rotinohsion:ni/Hodinohso:ni Cultural Traditions and Way of Life upon which the strategic plan, operation plan, program goals, objectives and action planning is based. From this style of culture based learning, measurable educational outcomes can be determined leading to continuous quality improvement and responsible system changes for the Kawenni:io/Gawenni:yo education program.

Included in this report is a summary of Board accomplishments for your review. Included are the efforts devoted to completing a capital school project.

The overall strategic aim of the Kawenni:io/Gawenni:yo curriculum over the next five year period will be to strive to continue to significantly improve the student experience through quality, coordination and standardization of educational practices and measures leading to sustainability of the program for the preservation of the Rotinohsion:ni/Hodinohso:ni languages and culture for the students, families and the Six Nations Community.

The Kawenni:io/Gawenni:yo Board of Directors, Faculty, and Support Staff continue to be excited about the potential we see for the strategic direction and action plans to assist our students to successfully meet their educational requirements needed to fulfil their dreams and life journey.

The Kawenni:io/Gawenni:yo Board of Directors again wish to convey that it is an absolute honour to serve as advocates for each student enrolled in the education program from kindergarten to grade twelve.

The board sincerely wishes each student success for the coming school year.

Ruby Jacobs,
Chair of the Board

Message from the Principal

Dear Parents/Guardians and Community:

This Annual report is meant to capture the highlights and extraordinary efforts the teachers, students and staff have made in the delivery of the education program in this language immersion school. Culturally-knowledgeable students are able to build on the knowledge and skills of the traditional knowledge keepers. This school is fortunate to have our older people provide input to the development and delivery of the language program here at Kawenni:io/Gaweni:yo School

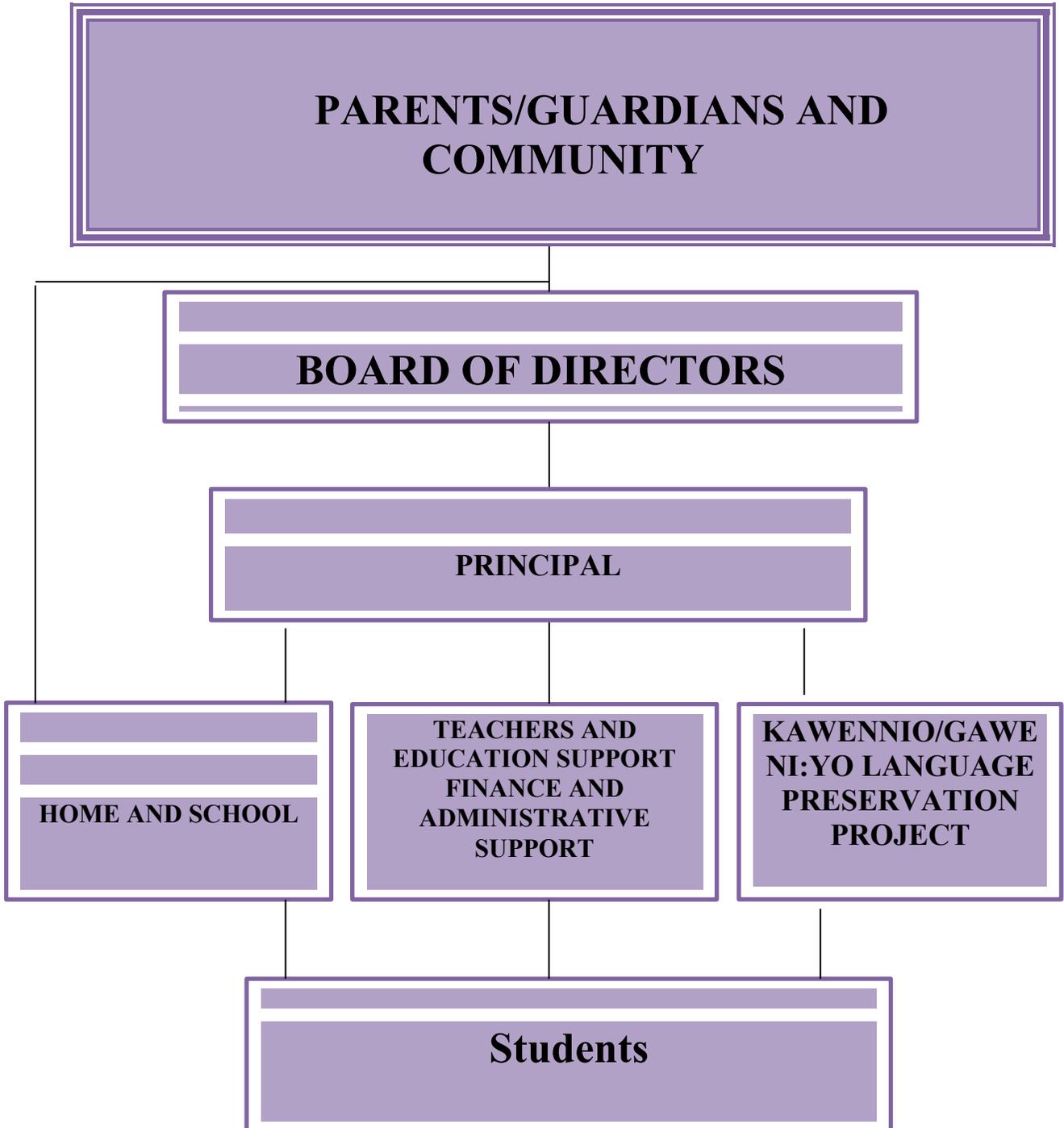
Our goal is to educate the whole child to ensure a child's social and emotional wellbeing are a major consideration in every aspect of the education program. We will continue to build a multi-tiered system of support that addresses these needs and provides a safe, supportive and caring environment. This will require a concerted effort to improve communication and collaboration with our families and the larger school community.

We have been very fortunate during this past year to have many parents and community members donate countless hours of time to help provide a variety of opportunities for our children. Nia:wen/Nya:weh to all who have contributed.

Looking towards the future the time is upon us to focus our energies on getting a new school built for our students. Our students are the foundation for the future of ensuring the survival of our culture and languages.

Linda I. Staats,
Principal

KGPS Organization Chart



Board Members Code of Conduct

Protecting the Vision of the People

We expect to fulfil our commitment with the People of the Six Nations as the Kawenni:io/Gaweni:yo Private School Vision to protect and revitalize their Indigenous languages while providing our students with a quality education, becoming employable, and self-sufficient Onkwehon:we-Ongwehoweh.

The Board commits itself and its members to ethical, business like, and lawful conduct, including proper use of authority and appropriate decorum in-group and individual behaviour when acting as Board members that is consistent with conduct required of students, staff and faculty.

1. Board members must bring forward to the Chair's attention the interests of the people of the Six Nations of the Grand River Territory in relation to the values, beliefs and Vision of the Kawenni:io/Gaweni:yo Private School with deliberative and reflective statements that respond to Policy Statements.
2. Members must avoid conflict of interest with respect to their fiduciary responsibility.
 - 2.1 There will be no self-dealing or business by a member with the Private School and disclose their involvement with other organizations, vendors, or associations which might be or might reasonably be seen as being a conflict of interest.
 - 2.2 When the Board is to decide upon an issue, about which a member has an unavoidable conflict of interest, that member shall excuse herself or himself without comment from not only the vote, but also from the deliberation.
 - 2.3 Board members will not use their Board position to obtain full time or term employment in the organization for themselves, family members, or close associates but in doing so he or she must first resign from the Board.
 - 2.4 Board members are required to declare a Conflict of Interest in any matter dealing with an immediate family member defined as spouse, children, parents, mother-in-law, father-in-law and siblings).
3. Board members may not attempt to exercise individual authority over the organization except as explicitly set forth in Board Policies.
 - 3.1 Board Members' interaction with the Principal or with staff must recognize the lack of authority vested in individuals except when explicitly Board authorized.
 - 3.2 Members' interaction with public, press or other entities must recognize the same limitation and the inability of any Board member to speak for the Board except to

repeat explicitly stated Board decisions unless otherwise delegated by Board minutes and policy.

- 3.3 Except for participation in Board deliberation about whether the Principal has achieved any reasonable interpretation of Board policy, members will not express individual judgments of performance of employees of the Principal.
- 3.4 At a meeting of the Board, Board members will make no judgments of the Principal and Staff performance except as that performance is assessed against explicit Board Policies by the official process, as defined by Board-Principal authority delegation policy.
4. Members will respect the confidentiality appropriate to issues of a sensitive nature.
5. Members will be properly prepared for Board deliberation.
6. Members are required to sign a membership-form indicating the Board member's understanding of his/her acknowledgement of their duty and responsibility to comply with all Board policies.

Board Members 2016-2017

Name	Occupation
Ruby Jacobs, Chair	Retired Director of Health Services
Terrance Hill, Vice Chair	Environmental Assessment Officer
Paula Hill, Treasurer	Assistant Researcher
Cecile Akiwenizie Secretary	Health Practitioner
Eugene Johns	Asbestos Abatement Worker and Carpenter
Elva Jamieson	Traditional Medicine Practitioner

Accomplishments 2016-2017

1. **Architectural and Mechanical Drawings** - Completed the Architectural/Mechanical Drawings and pin a driveway have been put onto the property.
The board and staff have put their energies and time into developing the final architectural and mechanical drawings for the construction of the new school. The school is considered shovel ready.
2. **New Furnishings and IPADS**
New Furnishings have been purchased thanks to the proposal submission to the Six Nations Community Trust. The grade 7 and 8 now have new furnishings for desks and chairs. The high school also has new furnishings and chairs. There was a large purchase of IPADS for use in the classrooms. Teachers also got new desks and chairs. All of the furnishings that were old are now replaced with new.
3. **Education Law Workshop**
The board and staff attended an inservice with a law firm that specializes in education law. The workshop was very informative allowing the board to be informed on their responsibilities
4. **Annual Meeting and Review of Audit**
The board presented the Annual Report for 2015-2016 to the community. The yearly audit was also presented to the community.
5. **Toy Bingo**
Another successful Toy Bingo took place with many items donated for the Bingo. The Toy Bingo is run by the home and school each year and the funds from this event are used for class events, trips and activities.
6. **Dave Levac, MPP Meeting** – June 21, 2017-The Board Chair met with the MPP for the Brant County to solicit support for the construction of a new school. Mr. Levac was very supportive and will continue to work with the board to move the agenda forward with other members of Parliament.
7. **Fund Raising – Dejoh**
The board put on a fund raising event where community members were invited to share a lunch and make donations to the building fund. Board raised – over \$10,000 with this event.
8. **Policy Review and Updates**
Policy Statement: The Board's obligations should be consistent with the Kawenni:io/Gaweni:yo Private School Goals and Vision as stated in Board policy, governing with an emphasis on (a) the Vision-Vision rather than internal operations (b) encouragement of intellectual and academic freedom, (c) leadership more than administrative detail, (d) clear distinction between the Board and the Principal's roles, (e) collective rather than individual decisions, and (f) pursuing the future through action.

Therefore the board spends time focusing on ensuring the policies for Kawenni:io/Gaweni:yo School are reviewed frequently and updated as needed.

9. **Staff Pay Equity** in pay was addressed by the board and the teaching and administration staff has received a significant increase in pay to make them more equivalent to the federal school's staffing pay scale.

10. **High Cost Special Education Program**

The board has dedicated funding allocations to improving the need for addressing the special education needs of the KGPS. A Special Education staff has been put in place to address the needs of students who have exception teaching and learning needs.



Standards of Practice and Ethical Standards for the Teaching Profession

Standards of Practice and Ethical Standards for the Teaching Profession

Teachers and Education Support Staff are governed by a set of ethical and standards of practice. To ensure the school environment is represented by this conduct throughout the school, the following code of conduct principles shall govern the individual conduct of each education employee.

1. Education employees must provide services that reflect the best interest of the students, community, and affiliates in a manner that supersedes the individual education employee's personal interest and prejudgments.
2. Education employees must conduct their roles and responsibilities free of conflict of interest and discrimination.
3. Education employees shall govern themselves within the established Policies of the Board of Directors.
4. Education employees must govern their daily conduct based on the following set of principles which embodies the spirit and intent of the school.

I will:

- Listen
- Be sincere
- Be respectful of everyone
- Be flexible in my approaches and understandings
- Be diligent and work hard
- Preserve a sense of humour
- Encourage and support students, affiliates, colleagues and community
- Lead by example

Teachers and Education Support Staff-2016-2017

Elementary Teachers	
	Grade JK
Kayla Martin-Mohawk	Grade SK
	Grade 1
Kayla Davis-Mohawk	Grade 2
	Grade 3
Russ Davis-Mohawk	Grade 4
	Grade 5
Candace Squire-Mohawk	Grade 6
Ellen Doxtater	Grade 7/8 English Program -50/50
Joanne Longboat	Grade 7/8 Cayuga -50/50
Alisha Thomas Hill	Grade 7/8 Mohawk 50/50
	Grade JK
Esenogwas Hill-Cayuga	Grade SK
	Grade 1
Tesha Emartle -Cayuga	Grade 2
	Grade 3
Amanda General-Cayuga	Grade 4
	Grade 5
Stacey Henry-Cayuga	Grade 6
High School Teachers	
Brian Hill	Teacher in Charge
Kari Miller	High School – Part time
Alisha Thomas Hill – Part time	High School – Part time
Joanne Longboat – Part Time	High School – Part time
<i>Admin Support</i> Principal – Linda I. Staats Receptionist – Suzy Burning Finance Officer – Michelle Jimerson	<i>Teacher Assistants</i> TA- Mohawk – Sandra Loft TA Cayuga - Toni Johnson <i>Maintenance Staff</i> – Tracy Hill full-time, Carl Hill-part time

Grade 8 Graduates



Manny Bomberry



Landon Henry



Hagwas Hill



Clayton Shipman



Steven Johns



Griffin McNaughton



Sanzo Hill



Kendrick Powless Hill



Ezra Froman



Iateiekanereh Doxtador Swamp



Miyah Jimerson



Lauryn Porter

Missing from the group ~ Lydia Jamieson

Graduation Ceremony 2017



Back row left to right – Joanne Longboat (Teacher), Iateiekanereh Doxtador Swamp, Miah Jimerson, Landon Henry, Hagwas Hill, Kendrick Powless Hill, Manny Bomberry, Ellen Doxtater (Teacher)

Front Row- Steven Johns, Ezra Froman, Lidia Froman, Sanzo Hill, Clayton Shipman, Lauryn Porter, Griffin McNaughton

A. Programs and Services

It is the policy of the KGPS that all elementary and secondary classes hold daily opening and/or closing exercises. Opening and closing exercises include and show respect for Rotinonhsion:ni-Hodinohso:ni culture and languages. Opening and/or closing exercises incorporate student involvement and recognition.

Thanksgivings Address

Ganóhonyohk. Cayuga Version

Da:nə:dáh nigeqyohgo⁷dé:
əswadahəhsi:yóhs

*Now this kind of crowd you all will listen
gaihwaetgóh awá:də⁷. Né:⁷ hədwaihwakye:tó⁷
to a responsibility it has become. It we will partake in
Shogwayadihsóh sɔgwa:wí: Ganóhonyohk.*

The creator he has given us thanksgiving

Netogyé:⁷ niohtó:k ɔgwa⁷nigóha⁷

Be it so remain our minds

Dané:⁷ ɛdwa:tro:wí⁷ shéh ohwéjade⁷

Now it we will all talk about Of the existing earth

Netogyé:⁷ niohtó:k ɔgwa⁷nigóha⁷

Be it so remain Our minds

Dané:⁷ ɛdwa:tro:wí⁷ né⁷ odwənhgrónyahno⁷

Now it we will all talk about The growing plants

Netogyé:⁷ niohtó:k ɔgwa⁷nigóha⁷

Be it so remain our minds

Dané:⁷ ɛdwa:tro:wí⁷ shéh nigahá:⁷
wahyaniyó:ta⁷

Now it we will all talk about of levels hanging fruit

Né⁷ gyé:⁷ gowadigowanéh né⁷ jihso:dahk

It is their leader the strawberry

Netogyé:⁷ niohtó:k ɔgwa⁷nigóha⁷

Be it so remain our mind.

Dané:⁷ ɛdwa:tro:wí⁷ né⁷ odehadó:ni:

Now it we will all talk about

Netogyé:⁷ niohtó:k ɔgwa⁷nigóha⁷

Be it so remain our minds

Dané:⁷ ɛdwa:tro:wí⁷ né⁷ gadi:nyó:⁷
gadidaksenogyé⁷s

Now it we will all talk about

né:⁷ hní⁷ né⁷ gadigyenó:gye⁷s.

Netogyé:⁷ niohtó:k ɔgwa⁷nigóha⁷

Be it so remain our minds

Dané:⁷ ɛdwa:tro:wí⁷ né⁷ ohnéganohs

Now it we will all talk about the water

Netogyé:⁷ niohtó:k ɔgwa⁷nigóha⁷

Be it so remain our minds

Dané:⁷ ɛdwa:tro:wí⁷ né⁷ shogwadəna⁷trae:ní:

*Now it we will all talk about the he has given us
food*

gyonhéghoh

to nourish us

Netogyé:⁷ niohtó:k ɔgwa⁷nigóha⁷

Be it so remain our minds

Dané:⁷ ɛdwa:tro:wí⁷ shéh deyowá:wənye:

Now it we will all talk about the stirring winds

Netogyé:⁷ niohtó:k ɔgwa⁷nigóha⁷

Be it so remain our minds

Dané:⁷ ɛdwa:tro:wí⁷ né⁷ hadiwənodagye⁷s

*Now it we will all talk about they howl their voices
along(the thunders)*

Netogyé:⁷ niohtó:k ɔgwa⁷nigóha⁷

Be it so remain our minds

Dané:⁷ ɛdwa:tro:wí⁷ ɛdehká:⁷ ga:gwá:gye⁷s

*Now it we will all talk about day kind
summer*

hosgɛ́ʔagehdago:wáh shedwahjiáh
deshédwanóhòhkwaʔ

the great warrior our older brother we revere his as

Netogyé:ʔ niyohtó:k ɔgwaʔnigóhaʔ

Be it so remain our minds

Dané:ʔ ɛ́dwa:tro:wíʔ sɔ́hehká:ʔ ɛ́hniʔda:gyéʔs
etihsó:t

*Now it we will all talk about night kind the moon our
grandmother*

deyetingóhòhkwaʔ

we revere her as

Netogyé:ʔ niyohtó:k ɔgwaʔnigóhaʔ

Be it so remain our minds

Dané:ʔ hníʔ ɛ́dwa:tro:wíʔ néʔ ojihsohdahsiá:ʔ
shéh

*Now it too we will all talk about the stars showing
of*

gaq:hyadá:gyeʔ

on going skies

Netogyé:ʔ niyohtó:k ɔgwaʔnigóhaʔ

Be it so remain our minds

Dané:ʔ ɛ́dwa:tro:wíʔ néʔ Sganyadaí:yoʔ

Now it we will all talk about Handsome Lake

Netogyé:ʔ niyohtó:k ɔgwaʔnigóhaʔ

Be it so remain our minds

Dané:ʔ ɛ́dwa:tro:wíʔ Geíʔniyogweda:géʔhadiqhyaʔkió:nóʔ

*Now it we will all talk about 4 people they the
heaven kind*

Ne:ʔgyeʔhné: deyokiyéʔnyadóʔ sge:nóʔ

It is that they protect us with their hands of well being

dwəngóhdqnyoh

we are experiencing in thought

Netogyé:ʔ niyohtó:k ɔgwaʔnigóhaʔ

Be it so remain our minds

Dané:ʔ ɛ́dwa:tro:wíʔ haq:haʔgéh gaq:hyadáʔ
hana:gréʔ

Now it we will all talk about him in existing heaven he lives

Shogwayadíhsòh

The Creator

Netogyé:ʔ niyohtó:k ɔgwaʔnigóhaʔ

Be it so remain our minds

Da:netóh naga:tgwe:níʔ iʔgéh agayagehdáhk

Now this is the best I could do of me it came out

Ganóhonyohk

Thanksgiving

Da:nétoh

Greetings-Mohawk Version

Ó:nen enewatahonhsí:iohste Shonkwaia'tison shonkwá:wi ne kanonhweratónhtshera.

É'tho káti neniohtónhake ne onkwa'nikón:ra.

Now you will all listen to what our Creator has given us, the greetings to each other. Therefore, it will remain in our minds.

Earth

Ne'e ó:nen entewathró:ri tsi iohwentsiá:te. É'tho káti eniohtónhake ne onkwa'nikón:ra.

Now we will tell about the Earth. Therefore, it will remain in our minds.

Plants

Ne'e ó:nen tshahawaiennén:ta'ne wahonhwentsiá:tate. É'tho káti neniohtónhake ne onkwa'nikón:ra.

Now when he finished making the Earth, he planted many kinds of weeds. Therefore, it will remain in our minds.

Hanging Fruit

Ne'e ó:nen entewathró:ri tsi niíéhawe ne wahianiióntha. Ne'e ohén:ton ne niiohontéhsha. É'tho káti neniohtónhake ne onkwa'nikón:ra.

Now we will tell about the certain amount of hanging fruit she holds. It is the leader, the strawberry. Therefore, it will remain in our minds.

Trees

Ne'e ó:nen entewathró:ri ne iotkwirón:ni. Ne'e ohén:ton ne ohwáhta. É'tho káti neniohtónhake ne onkwa'nikón:ra.

Now we will tell about the growing bushes. It is the leader, the Maple. Therefore, it will remain in our minds.

Animals

Ne'e ó:nen entewathró:ri ne kontírio. Ne'e wáhi ohén:ton ne oskennón:ton. É'tho káti neniohtónhake ne onkwa'nikón:ra.

Now we will tell about the wild animals. It is the leader, the deer. Therefore, it will remain in our minds.

Waters

Ne'e ó:nen entewathró:ri ne ohné:kanos ne'e rawé:ron enkaniatarónnionke enkahnekowanén:seke. É'tho káti neniohtónhake ne onkwa'nikón:ra.

Now we will tell about the waters, there will be lakes and big waters. Therefore, it will remain in our minds.

Sustenance

Ne'e ó:nen entewathró:ri ne shonkwatena'tsherá:wi ne tionhéhkwen. É'tho káti neniohtónhake ne onkwa'nikón:ra.

Now we will tell about the foods she has given us, our sustenance. Therefore, it will remain in our minds.

Winds

Ne'e ó:nen entewathró:ri tsi teiowerawénrie. Ne káti ne kató:ken tsi nón:we tewatátón:ni. É'tho káti neniohtónhake ne onkwa'nikón:ra.

Now we will tell about the stirring winds. It is a certain place where it starts. Therefore, it will remain in our minds.

Thunders

Ne'e ó:nen entewathró:ri tsi tshahawaiennén:ta'ne. Iekaráhkvens nithonehtáhkwa ratiwé:ras iethihsótha teiethinonhweratónhkwa. É'tho káti neniohtónhake ne onkwa'nikón:ra.

Now we will tell about when he finished, he assigned the sun to shine down from the thunders, who we refer to as our grandfathers.

Sun

Ne'e ó:nen entewathró:ri ne entié:ke karáhkwa rohskenrhakéhte shonkwatsí:'a tetshitewanonhweratónhkwa. É'tho káti neniohtónhake ne onkwa'nikón:ra.

Now we will tell about our elder brother, the great warrior, the sun. Therefore, it will remain in our minds.

Moon

Ne'e ó:nen entewathró:ri ne ahsonthenhnékhka wenhni'taráties iethihsótha teiethinonhweratónhkwa. É'tho káti neniohtónhake ne onkwa'nikón:ra.

Now we will tell about the night time moon who we refer to as our grandmother. Therefore, it will remain in our minds.

Stars

Ne'e ó:nen entewathró:ri tsi iotsistohkwarónnion tsi karonhiatátie. É'tho káti neniohtónhake ne onkwa'nikón:ra.

Now we will tell about the stars in the skies. Therefore, it will remain in our minds

Handsome Lake

Ne'e ó:nen entewathró:ri tsha'kaién:ta'ne ne nahó:ten wa'tho'nikón:ria'ke ne Shonkwaia'tison. Ne káti ne entitewateweién:ton tentshitewanonhwerá:ton ne shonkwakowá:nen Skaniatarí:io. É'tho káti neniohtónhake ne onkwa'nikón:ra.

Now we will tell about what broke the Creators spirit. Therefore we will put it nicely away and thank him, our leader, Handsome Lake. Therefore, it will remain in our minds.

Four Sacred Beings

Ne'e ó:nen entewathró:ri ne kaié:ri niionkwé:take ratironhia'kehró:non. É'tho káti neniohtónhake ne onkwa'nikón:ra.

Now we will tell about the four sacred beings, the heaven dwellers. Therefore, it will remain in our minds.

Creator

Ne'e ó:nen entewathró:ri ne raonha karonhiá:ke thanákere ne Shonkwaia'tison. É'tho káti neniohtónhake ne onkwa'nikón:ra.

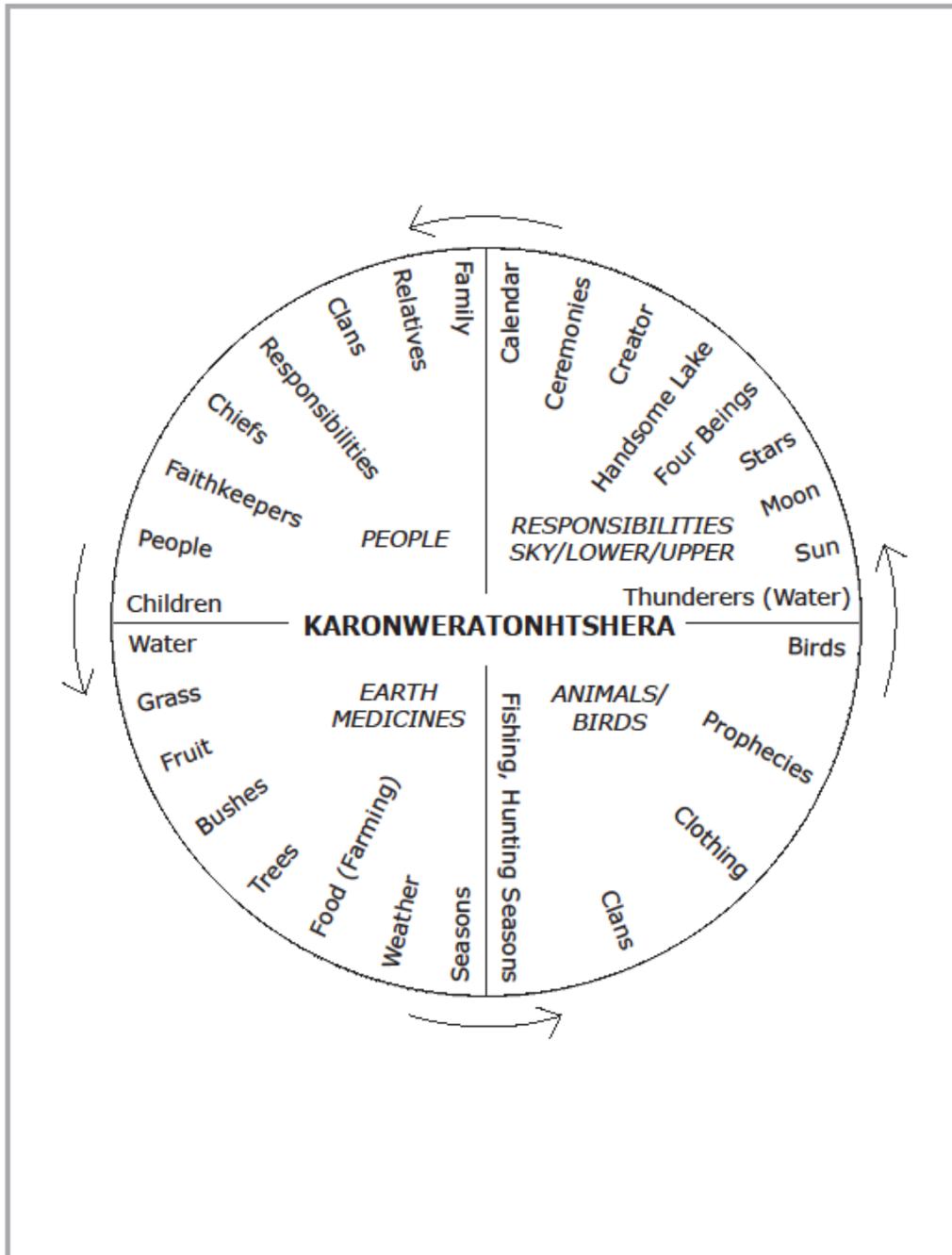
Now we will tell about our Creator who lives in heaven. Therefore, it will remain in our minds.

Ó:nen káti eh na'katkwé:ni Í:'I wa'kerihwaké:ron wa'kewenninéken'we ne Kanonhweratonhtshéra. Ó:nen é'tho.

Now so this is finished, this is the best I could do of the Thanksgiving Address. Now that is all.

B. Curriculum

Cultural Inclusion~ The following chart describes the basis for the cultural inclusion across the curriculum for the KGPS school.



Ontario Curriculum

Elementary

Kawenni:io/Gaweni:yo Private School follows the Ontario Curriculum. The curriculum has specific requirements about knowledge and behaviours to be learned, while allowing flexibility in how the curriculum is delivered.

Elementary Grades

The Ontario curriculum outlines the knowledge and skills that students are expected to develop and demonstrate in their class work, on tests, and in various other activities through which achievement is assessed and evaluated. All elementary curriculum expectations from each relevant curriculum policy document for a grade, and all secondary curriculum expectations for a course, must be accounted for when planning the classroom program. (Changes to the curriculum expectations may be made for English language learners and students with special education needs; “Modified Curriculum Expectations”, “Accommodations, Modifications, and Alternative Expectations”.)

The Education learning programs for Kawenni:io/Gaweni:yo include the following disciplines: the arts; health and physical education; language development; mathematics; science and technology; and social studies (in Grades 1 to 6) or history and geography (in Grades 7 and 8). In addition, all elementary students, including students with special education needs, have a minimum of twenty minutes of sustained moderate to vigorous physical activity each school day during instructional time.

Ontario Curriculum for Kindergarten

The Full-Day Early Learning–Kindergarten program is a child-centred, developmentally appropriate, integrated, extended-day program of learning for four- and five-year-old children. The purpose of the program is to establish a strong foundation for learning in the early years, and to do so in a safe and caring play-based environment that promotes the physical, social, emotional, and cognitive development of all children.

The goals of the Full-Day Early Learning–Kindergarten program are as follows:

- to establish a strong foundation for the early years by providing young children with an integrated day of learning to provide a play-based learning environment
- to help children make a smoother transition to Grade 1
- to improve children’s prospects for success in school and in their lives beyond school

The Full-Day Early Learning–Kindergarten program is based on the understanding that children develop within a complex set of interrelated systems that includes the family, the school, the broader community, and the world. Although early learning programs have traditionally acknowledged the importance of these systems, they have tended to address each one separately, in terms of its individual impact on the child. By contrast, the Full-Day Early Learning–Kindergarten program recognizes the importance for the child’s development of the *interrelationships* between and among these systems, and builds on those interrelationships. Holding this interconnectedness at the centre of its vision, the program sets children on a more positive trajectory for learning.

Gayogohno Program

Kindergarten Immersion

Esenogwas Jacobs 2016-2017 Highlights

Language/Cultural Inclusion – In Grade JK/SK, the students focus on being able to identify and begin to practice short speeches and songs that are used for Longhouse ceremonies. The students learn the importance of each element in the Ganohonyohk, Thanksgiving Address and can it recite independently. The students learn and practice auditory and visual discrimination of the Gayogohó:’no’ sounds. They practice using common statements, questions, and commands as well as complete common responses. The students are able to recite their personal introductions which include telling up to 15 things about themselves.

Extra Curricular Highlights

- Community Tour – During our community helpers unit, the students spent a day taking a tour of a variety of community buildings and talked with our community helpers about their roles in our community. The students learned how our helpers can help us and what kind of equipment they use and the vehicles they drive.
- Corn Picking – Our class went to a local cornfield to pick white corn. We learned the safety and practiced the corn vocabulary while we were in the field. The students husked and hulled the corn. They learned how to braid corn and husk and how to make a corn husk doll.
- Family Lunch - Our class had our annual Family Lunch and each student created a My Family Book and made a presentation and shared their personal introduction and names of each family member in their book. The lunch was well attended and was an opportunity for the families to see the students’ language progress.
- Strawberry Picking – Our class spent many mornings picking wild strawberries. We also went to a strawberry farm and picked berries. We cleaned and froze the berries and prepared a delicious strawberry dessert.
- Senior Kindergarten Graduation – We had 9 graduates this year and the recipient of the Isabel Jacobs Memorial Award 2016 was Gahédaq:’ Bomberry.

Grade One/Two

Gadaihongwas Emarthle (*Tesha*) Emarthle Year Highlights

Language/Cultural Inclusion

In the grade 1 and 2 class, the curriculum we deliver focuses on our ceremonial calendar while adding the Ontario Curriculum to fit our educational focus within an immersion atmosphere. Throughout the year, students practice songs and speeches associated with upcoming ceremonies. Our goal is to teach our young people at an early age the importance of taking up responsibilities to help continue our ceremonies for future generations. Students learn grade appropriate speeches and songs that will act as a foundational knowledge to expand upon as they advance into the older grades.

We had a small class of seven students which enabled significantly more individual attention. The individual attention paid off as we saw our students' language proficiency blossom in their everyday use. Students were choosing to use Cayuga as their means of communication throughout the day during work and play.

Sajagoh!

Extra curricular highlights

- The grade 1/2 class and the rest of the Cayuga students picked white corn which they husked and dried while learning associated vocabulary.
- We were honored to have Eddie Thomas work with the class, teaching various songs and dances.
- Our class had a lot of fun exploring the world of insects as part of our contribution to the science fair. They explored the types of insects that can be found in a variety of different habitats, what they eat as well as physical characteristics.
- At the end of the year the students were able to go to Brantwood Farms and pick strawberries. They picked, cleaned and froze the strawberries. They were able to take some home for their families and were able to enjoy strawberry drink made by the staff of KGPS with the students help!

Grade Three/Four-

Amanda General-2016-2017 Year Highlights

Language/Cultural Inclusion – In grade 3/4, students focused on reciting speeches and songs that are performed during longhouse ceremonies. I was very impressed with the students' memorization and recitation of the Ganohonyohk, and Ganahaowi by the end of the school year. They were able to recite it independently (as a group, and some students individually), and demonstrated great pride and enthusiasm in doing so. Students were given the opportunity to artfully decorate baskets for longhouse, using traditional Hodinohsyo:ni designs. It has been an enlightening experience watching the progress of the students throughout the school year.

Extra-curricular highlights

Special Events/Outings

- Mock Midwinter Ceremonies with Leroy Hill
- Eddie Thomas helped teach our social and ceremonial songs and dances, students really enjoyed learning from him
- Swimming at the Gretzky Centre
- Picking wild Strawberries on the ILA Property
- Donating a bag of wild strawberries to the Lower Cayuga Longhouse for Gei: niyoihwage Ceremonies.
- Developed and participated in the school Science Fair
- Class trip to The Ripley's Aquarium African Lion Safari



Grade Five/Six

Stacey Henry 2016-2017 Year Highlights

In the grade 5/6 Cayuga class, the students focused on being able to create and recite speeches as well as learning songs that are required for ceremonies at Ganosehs. Students were introduced to Gei: Niwahsonda:ge, and understood the importance of carrying on this ceremony and was able to actively participate at Ganosehs.

As a cultural exchange and in the spirit of Truth and Reconciliation, our grades 5/6 students invited grade 5 students from MacLachlan College for a day. Students were introduced to a game of lacrosse and the traditional ding ball game. The day ended with a social to which all students had a great time and friendships were made.

Extra Curricular highlights

- Students participated in swimming lessons at the Wayne Gretzky Sports Centre.
- Students were given the opportunity to join the school teams of baseball, cross country, soccer, basketball, badminton, volleyball, lacrosse and track and field to which they participated in the school district tournaments. Students played hard and most importantly had fun.
- Students were given the responsibility of caring for a raw egg in hopes of experiencing some of the responsibilities that are involved in the care of babies, young children and even the elderly.
- Last year's craft projects included the braiding of cornhusk and turning them into tiny baskets, as well as the making of leather pouches.
- As a form of physical activity, students visited the "Flying Squirrel" for a morning of trampoline jumping and then to movie theatre to watch "Cars 2" for the year-end trip. Fun was had by all!



Kanienkeha:ka Program

Kindergarten-Kayla Martin 2016-2017 - Highlights

During the 2016-2017 School year, The Mohawk Junior and Senior Kindergarten class had an excellent year. They participated in many events through the year. They went on a tour of the community to observe where various community helpers work. They visited The Six Nations Police station, where they went on a tour of the facility, they visited the Six Nations Ambulance, where they were able to meet a former Kawenni:io/Gaweni:yo grad, where he was able to conduct our presentation all in Cayuga. Next they went to visit the new Tim Hortons, where they received timbits. Our next stop was for lunch at T N T. Our Final stop was to visit the pharmacy, Dentist office as well as public health. The students also participated in a trip to see how maple syrup was made. This was provided by our breakfast program.

The Junior and Senior Kindergarten class, did in class activities such as learning the Ohen:ton Karihwatekwen, hands on math activities, science experiments and cooking with the assistance from the teacher. They enjoyed coming into school every day to learn new things with their peers. By the end of the year they were able to recite most of the Ohen:ton Karihwatekwen without assistance from the teacher. With minimal assistance they are to complete a simple introduction. They were able to identify all of their colours, numbers up to 50, and all their basic shapes. Over all we had fun and learning many things.



Grade One/Two

Kanienkeha:ka - Kawani:ionte Kayla Davis 2016-2017 - Highlights

Language Focus

Students in Grade 1 and 2 are taught and expected to speak using basic conversational skills in order to respond in a more detailed manner, referring to self and others.

Students learn to express themselves in order to communicate feelings and thoughts in a healthy manner, always keeping our number 1 rule of using “Kawenni:ios”- good words with a good mind.

Students are taught how to use proper prefix and tense terms. Such as: You, Me, Him, Her and Past, Present and Future.

Ceremonial speeches and songs are taught in a leveling system from beginner, intermediate and advanced. Each child tries each level either independently, with the teachers/peer assistance or with a large group. This boosting confidence and teaches leadership skills, anyone at any level can be a leader.

The Kanonhweratontshera “Opening Address” is quite lengthy for the Grade 1 students. By the time the students reach Grade 2 it becomes a bit easier to recite but still requires a large group setting with multiple leaders to complete, each student helping each other along the way. It includes an introduction speech, along with the 19 sections of The Address consisting of 1 to 2 paragraphs in each section. By the end of Grede 2, I am overwhelmed with pride for the students that have been able to execute this task independently!

Along with learning our Kanonhweratontshera, we learn the connection and importance for caring for our natural world. We use cloths instead of paper towels, we compost and recycle, we have our own plates and cutlery and we practice not being wasteful.

We have been incorporating our studies with nature, going into the fields and bushes to explore Environmental Sciences that help the students relate to our Kanonhweratontshera.

Students also learn their Personal Introduction Speech, Announcing Social Dance Songs and how to present or speak in front of a group.

Each year the Grade 1and 2 students make a contribution to our Longhouses by picking, cleaning and freezing wild strawberries for Strawberry Ceremony. This year we made contributions to The Lower Cayuga and Sour Springs Longhouses.

Special Events/Outings

- Mock Midwinter Ceremonies with Leroy Hill
- Swimming at the Gretzky Centre
- Built a variety of structures such as forts on ILA property (Structures and Mechanisms)
- Explored nature by taking many walks on the ILA property (in the field and wooded area)
- Picking Wild Strawberries on the ILA Property
- Science Fair (Simple Machines)
- Planting bean’s and singing seed songs
- Cleaning up the ILA and K/G School/Playground as an Earth Day activity
- Class trip to Lego Land (extension to Simple Machines)
- Yearend school trip to Flying Squirrel and Cineplex

Grade Three and Four

Kanienkeha:ka - Russell Davis 2016-2017 - Highlights

Curriculum summary & Student Success

Our students are fully immersed all day long in the Mohawk language and Rotinonhsion:ni Culture. To highlight student successes; they have worked hard all year learning to conduct personal speeches/announcing speeches which involves public speaking and songs some that are ceremonial and, others for socials. I have had great feedback from community members telling me that the students are doing an awesome job in upholding our people's traditions and keeping cultural protocols alive that make their families proud. To know they are giving back their knowledge in taking part at the Ganoseh(s) ceremonies, hearing them sing the men's personal chant (Aton:wa), Stirring Ashes (Kanonhwaro:ri) song and speeches is such a great accomplishment for the students. Some of the students have been asked to recite the Thanksgiving Address at gatherings and meetings. Our students are the next generation who will be able to understand and retain the language/cultural ways of our people.

Special Events/Outings

- Mock Midwinter Ceremonies with Leroy Hill
- Swimming at the Gretzky Centre
- Science Fair
- Planting bean's and singing seed songs
- Cleaning up the ILA and K/G School/Playground as an Earth Day activity
- Year end school trip to Flying Squirrel and Cineplex



Grade 5/6 Kanienkehaka -Otsikhè:ta 2016-2017

Year Highlights

Kawenní:io grade five and six students' achievements, confidence and success depend on the traditional teachings and language they receive daily. My goal for the students is to converse naturally, fluently, and understand what is being said to him/her. A big nia:wen to the parents for putting your child in Kawenní:io and your constant support for them to use their language is appreciated. The students are able to introduce themselves by their onkwehón:we name, nation, clan, parents, where they live. They are also instructed in the long version of the Thanksgiving Speech, the Creation Story, the Coming of the Peacemaker and the Great Law. The students also learn speeches for ceremonies and songs, announcing for socials and social songs.

The students of 2016-2017 enjoyed participating in gym at the Dajoh Center and track learning the skills to prepare for the Six Nations School District meets. (3 Pitch, Cross country, soccer, basketball, volleyball, badminton, lacrosse, and track and field). The boys in the class were participants in winning the Junior Boys Lacrosse Championship. Great Job! They also enjoyed improving their skills and self-confidence swimming at the Wayne Gretzky Centre.

The students were involved with the Breakfast Program which consisted of a hot meal every Wednesday. The students participated in the school skates at the Gaylord Powless Arena; they also made leather pouches with our fundraising money. We were visited by McLaughlin College grade six students and our grade 5/6 Mohawk and Cayuga students demonstrated lacrosse, ding balls, singing and dancing. The students were able to make new friends and enjoyed Indian Tacos for lunch. Thanks to the Peatson Fund the students were able to go on a trip to Toronto to visit Medieval Times and the Ripley's Aquarium. The year-end trip was enjoyed by all at the Flying Squirrel in Hamilton with movies afterwards in Ancaster.



Highlights in Pictures

Fire Safety Presentation by Six Nations Fire Department



MacLachlin College Visitors



Spirit Day



Grade 7/8 – Fifty/Fifty English 2016-2017

English half day program – Ellen Doxtater – Kari Miller Year

Highlights

The language instruction for these grades is designed to meet the needs of the varying base knowledge of English language skills. The majority of these students have been in full-immersion since kindergarten and it is very important to give additional time and support to the students so they may acquire foundational and language knowledge skills in the English language.

The curriculum is designed to motivate students to analyze, evaluate and create texts that meet the curriculum expectations. The language skills and strategies are taught across all subject areas covered in this class. Explicit teaching and modelling will be used to help students acquire the skills and strategies they will need for future use.

Extra-Curricular Activities

Some of the Grades 7 & 8 participated in the following tournaments:

- Three Pitch Baseball
- Volleyball
- Soccer
- Badminton
- Track and Field
- Cross Country

They invited students from the Ever Lasting Tree School to participate on their team because of the size of their class. The students were well behaved and had excellent sportsmanship qualities. They played to win and but did not forget to have fun.

We applied to the H.R. Peatson for funding to travel to the Medieval Times and Ripley's Aquarium in Toronto, Ontario. This trip allowed the students to be exposed to the diversity that is in our world. The students had a chance to compare their history to the Medieval Times. It also allowed them to see many different water species and the types of habitat they live in.

As part of their Physical education program the grade 7 & 8 students participated in the swimming program at the Wayne Gretzky Centre in Brantford Ontario. This was part of their physical education mark. The P.A.L.S. from the Six Nations Police agreed to come to our school for P.A.L.S. during the day. We appreciated this immensely because we were able to use this session as part of their gym. All the students participated on a trip to Cameron Speedway and Amusements in Hamilton Ontario.

Highlights in Pictures





The parking lot is good for rolling snowmen. Fun in the snow.

Rock your Mocassins





Social Activities with Visitors



Highlights of the Secondary School (High School)

year 2016-2017

The courses that may be offered in English-language secondary schools are described in the curriculum policy documents for the various disciplines. Courses that integrate more than one subject/discipline may also be developed, in accordance with the curriculum policy document for interdisciplinary studies. Schools may also offer, in accordance with the relevant policies of the Ministry of Education, locally developed courses, dual credit courses, and alternative (non-credit) courses, which are not outlined in the curriculum policy documents. All Ontario curriculum courses and locally developed courses may be offered through the cooperative education mode of delivery. Schools may offer other experiential learning programs, as well as specialized programs. By successfully completing courses based on the Ontario curriculum policy documents, and other ministry-authorized courses, students earn credits towards the Ontario Secondary School Diploma.

In addition to the curriculum expectations, teachers must address the learning skills and work habits described in *Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools*. They must also ensure that their programs clearly reflect ministry policy related to healthy schools, safe schools, environmental education, equity and inclusive education, Aboriginal education, English language learners, students with special education needs and career development competencies. Programs in all subjects and disciplines in Grades 4 to 12 must also incorporate opportunities, as appropriate to the subject matter, for students to develop financial literacy.

The Secondary School Curriculum offers three streams:

The Grade 9 and 10 curricula has the academic, applied and essentials streams. The academic courses are to prepare students for university-bound courses; the applied courses are to prepare students for college-bound courses; and the essentials courses are mainly for students, but not exclusively, with learning exceptionalities (e.g., learning disabilities, mild intellectual disabilities, etc.).

Then the Grades 11 and 12 curricula have university-bound, college-bound and workplace-bound courses. All of the courses are to develop students' higher-order thinking skills, and every secondary school course must have a focus on skills-based learning no matter the stream; however, academic/university-bound courses tend to have a stronger focus on abstract thinking and knowledge-based learning, and usually pushes students to become more independent in their learning compared with college- and workplace-bound courses, with less independence in the latter of the two non-university streams. Once a student is taking a Grade 12 university-bound course, then the student is expected to be academically and intellectually challenged in order for them to build their knowledge and skills for a university post-secondary education. Even though college-bound courses are academically rigorous, there is more of a focus on skills-based learning and making the content of the course practical for everyday life. Workplace-bound courses are even more practical. Each stream has different learning expectations, and therefore marks in each stream are not equal to one another.

High School Brian Hill ~ Ellen Doxtator- *Joanne Longboat- 2016-2017 Highlights*

The Secondary School students, in addition to receiving instruction which reflects the academic expectations of the Ontario Curriculum, also received instruction for the cultural/language studies in the Language which is 25% of their classes. Students also were involved in the following activities or class trips:

Language/Cultural Inclusion –Students expanded their knowledge of the Thanksgiving address, the cycle of ceremonies, Gaihiwiyo, the Great Law, traditional medicines, Midwinter ceremonies and corn. They also learned about some of our treaties, the Truth and Reconciliation Commission Report and Recommendations, and The United Nations Declaration on the Rights of Indigenous Peoples. The high school attended Seneca Longhouse here at Six Nations to hear the Gaihiwiyo message. They also assisted with the Mock ceremonies we had at KGPS for Midwinter’s. They made braided corn husk baskets, wood burning projects, and paintings for art classes.

Extra curricular highlights

We put on socials at various places such as Trent University in Peterborough, O. M. Smith school and at the Six Nations Daycare at Stoneridge. Lastly our grade 7/8 students hosted the school-wide mini-sing last spring and our high school students assisted them. We hosted the schools from Six Nations and one school from Oneida Reserve. The sing was held at the Six Nations Community Hall in Ohsweken. The students travelled to Canada’s Wonderland for their year end trip. Special thank you to Home & School for their assistance.



C. Student Life and Services

Kawenni:io/Gaweny:io School offers a number of student services to make school life pleasant and enjoyable for everyone. The following student services are a summary of services offered to students:

- a. **Breakfast programming**
Students receive a breakfast program daily. This is a nutritious snack which is offered to all students who wish to participate. Giving students a nutritious meal at the beginning of the day improves their academic performance and attendance.
- b. **Health Services**-Support services are available to the school. These services include Speech Therapy, Occupational Therapy, Physio Therapy and other services offered by a visiting school nurse.
- c. **Tutorial Assistance**-Students receive special assistant from Tutorial Assistants for their academic, social, physical or emotional needs.
- d. **Special Events** Science Fair, Team sports participation with other schools, Brock University Science Camp trip, Summer Science camp, School trips
- e. **Cultural Experience** Longhouse visits, Mock Ceremonies, Peace Makers Journey, Students perform Opening and Closing as a resource to the community, students have picked wild strawberries for longhouse, students have picked corn for longhouse and community members, students participate in socials each month at the school longhouse area.

Kontiweannahawi (Bear Fox) - Came to sing for the students.



D. Home and School

The Home and School provides:

- A forum for parents, teachers, and principals to share their points of view
- A communications link with other parents in the community
- A source of information about education and other issues which affect the students
- A self-directed group, not dependent on the school staff's initiative and time
- A professional development opportunity for parents
- A connection with the school board
- A source of income for funding student activities and school trips

The Home and School meets the first Wednesday of every month. Meetings have been taken place at 6:00 p.m each month. All parents are encouraged to come out and support school activities through the Home and School. Donna Bomberry was the secretary/treasurer. The Chair's position is rotated at each meeting to give all parents the opportunity to become engaged.

E. Health and Safety

A positive school climate and a safe learning and teaching environment are essential if students are to succeed in school. A positive school climate means everyone feels they are welcome and respected.

All students, parents, teachers and staff have the right to be safe, and feel safe, in their school community. With this right comes the responsibility for everyone to be accountable for their actions and contribute to a positive school climate.

School Safety Drills have been held to allow students to practice the procedures for exiting the school or securing the classrooms when the situation arises to ensure the safety of all students and staff.

THE STUDENTS NEED FREEDOM:

- To know all students can learn and achieve;
- To know that all learning is more important than mere possession of knowledge;
- To have a positive attitude toward learning;
- To have successful experiences and recognition;
- To be partners with parents/families, school staff members, and community in providing a caring, secure climate and supportive environment in which to learn;
- To have feelings of self-worth;
- To strive for physical and emotional well-being;
- To learn the importance of critical thinking, communication, computation, and an appreciation for cultural diversity;

- To possess human relation and decision-making skills;
 - To be responsible for his/her actions;
 - To become productive and contributing citizens of society;
 - To recognize that learning is lifelong;
 - To meet physical, academic, social, and emotional needs of learners through programs designed to maximize individual growth in
- a. Self-Concept - to understand themselves and appreciation of their worthiness, potential and right to become meaningful, productive members of society.
 - b. Human Understanding - to develop a global perspective and the ability to interact, understand and appreciate individual differences in order to become effective citizens.
 - c. Essential Skills - to assure the mastery of basic communication skills in order to be functionally literate; to be able to think critically in order to solve problems in a constantly changing world; to understand and appreciate the sciences and the arts; to demonstrate skills in citizenship, community service and human relations.
 - d. Creative Development - to have the opportunity and encouragement to be creative and visionary.
 - e. Environmental Awareness - to exemplify and implant the obligation to protect and preserve Mother Earth on which we live.
 - f. Joy of Learning - to enhance an eagerness for learning and a positive attitude toward work.
 - g. Physical & Emotional Well-Being - to procure beneficial health habits and concern for good physical and emotional stability.
 - h. Self-Sufficiency - to prepare for a productive, honourable and enriched self-sufficient life.

THE PARENTS AND FAMILIES NEED FREEDOM:

- To provide a positive, supportive home environment where the importance of learning is emphasized;
- To be an informed partner in their child's learning process and progress;
- To be involved in the school and be knowledgeable about the decisions that affect their child's education;
- To appreciate and understand the benefits of cultural diversity
- To have educational opportunities to grow as parents, families and individuals.

THE COMMUNITY NEEDS FREEDOM:

- To embrace that education is the backbone for a strong cultural, social and economic society;
- To view education as an investment in the future;
- To work in partnership with the educational system realizing the value and mutual benefits;
- To appreciate the cultural impact provided by education;
- To provide the necessary resources to meet the needs of students;
- To provide a safe, supporting environment for learning.

THE KAWENNI:IO/GAWENI:YO PRIVATE SCHOOL NEEDS

FREEDOM:

- To design and follow programs that address the abilities, interests, goals and needs of all students;
 - To maintain fiscal responsibility and accountability;
 - To be receptive and accommodating to change that is in the best interest of students, parents/family, staff and community;
 - To provide a nurturing environment in which to learn;
 - To communicate effectively and work in partnership with the students, parents/family, staff and community;
 - To meet physical, academic, social, and emotional needs of the students through programs designed to maximize individual growth in
- a. Self-Concept - to understand themselves and appreciation of their worthiness, potential and right to become meaningful, productive members of society.
 - b. Human Understanding - to develop a global perspective and the ability to interact, understand and appreciate individual differences in order to become effective citizens.
 - c. Essential Skills - to assure the mastery of basic communication skills in order to be functionally literate; to be able to think critically in order to solve problems in a constantly changing world; to understand and appreciate the sciences and the arts; to demonstrate skills in citizenship, community service and human relations.
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 - e. Environmental Awareness - to exemplify and implant the obligation to protect and preserve Mother Earth on which we live.
 - f. Joy of Learning - to enhance an eagerness for learning and a positive attitude toward work.
 - g. Physical & Emotional Well-Being - to procure beneficial health habits and concern for good physical and emotional stability.
 - h. Self-Sufficiency - to prepare for a productive, honourable and enriched self-sufficient life.

CODE OF CONDUCT POLICY - The Kawenni:io/Gaweni:yo Private School supports the establishment of policies and guidelines with respect to the conduct of persons in the school.

Codes of Conduct will:

- a) include standards of behaviour that are appropriate for individual schools and the Six Nations Rotinonhsion:ni/Hodinohso:ni community, including the promotion of responsibility, respect, civility, fairness and academic excellence;
- b) establish standards of behaviour for all members of the school community, including students, staff, visitors and volunteers;
- c) indicate where and/or when these standards will apply; and
- d) be communicated to staff, students, parents, visitors, and volunteers at the beginning of every school year and throughout the year via parent meetings, class discussions, newsletters, parents' handbook, student agenda, and the curriculum;
- e) include procedure and timelines for review and ensure that reviews are conducted every three (3) years; and
- f) be aligned with the requirements in KGPS policy documents, the *Safe School Act 2000* and the *Ontario Ministry of Education*.

Purposes of Codes of Conduct:

- a) to ensure that all members of the school community, especially people in positions of authority, are treated with respect and dignity;
- b) to promote responsible citizenship by encouraging appropriate participation in the activities of the school and where appropriate, the Six Nations community;
- c) to maintain an environment where conflict and difference can be addressed in a manner characterized by respect and civility;
- d) to encourage the use of non-violent means to resolve conflict;
- e) to promote the safety of people in Kawenni:io/Gaweni:yo School and
- f) to prevent the use of alcohol and illegal drugs.

F. School Activities and Extra-Curricular Activities

Social Singing and Dancing





Putting on a Social for Visitors from New Zealand



G. Fund Raising Activities

Six Nations Police Pals Program donated \$2,000 to purchase sports equipment for the school.



Dream Catcher Fund donated \$600 towards School activities



H. Community Engagement

Culturally-responsive educators use the local environment and community resources on a regular basis to link what they are teaching to the everyday lives of the students.

Family and Community Engagement – The involvement of family and community in the life of students at the school and in their education enriches the learning environment and directly contributes to student achievement. The family is needed to support the students emotionally, physically, socially and mentally. The trust students develop in the school has a positive impact on the child's success and well-being.

Your involvement in the life of the school is greatly encouraged. The following is a list of activities which encouraged community engagement:

- Back to School Open House
- Fall Feast – December 16, 2016
- Science Fair
- Annual General Meeting
- Bake Sales
- 30 Year Gala Dinner
- Graduation Ceremonies for the Kindergarten and Grade 8
- Fund Raising Activities
- Volunteering in the school
- Chaperones for School Trips
- Swimming Lessons for Students

I. Kawenni:io/Gaweny:io Language Preservation Project.

KGLPP – Science and Math Curriculum Development Language cultural inclusion

The Language Preservation Project's goal is to produce language educational resources and materials to archive and support further language learning and to offer instructional support to teachers of Kawenni:io/Gaweni:yo School. The translated resources have become a vital part of the resources, materials, texts and educational tools available to teachers/speakers. Fluent language speakers have offered their services to translate, transcribe and record their lifelong knowledge and language acquisition.

All products produced for the Kawenni:io/Gaweni:yo School will be utilized by other local immersion and public elementary and secondary schools, adult language programs currently offered, organizations and their own programs and services to the community, cultural centres programming and workshops offered within and outside the local community of Six Nations of the Grand River. There has been great interest in this initiative that Kawenni:io/Gaweni:yo School is undertaking and positive feedback from the local and surrounding community.

The present focus of the KGLPP is to archive the Mohawk, Cayuga and Onondaga languages through the technology of the CAN8 computer labs. The computer labs have been used to archive language as well as provide a teaching tool for the classrooms from Kindergarten to High School.

Human Resources for KGLPP

Coordinator – Cheyanne Doxtador

IT Manager – Jerrica Thomas Hill

IT Assistant – Wendel Simon Hill

Fluent Language Speakers – Ima Johnson and Lottie Keye and a number of other teachers who engaged in curriculum adaptation for cultural inclusion in the Science and Math curriculum.

J. Financial Supports

We are grateful to all of the following funders who have made possible the delivery of the programs and services for Kawenni:io/Gaweni:yo Private school.

1. Indigenous and Northern Affairs Canada (INAC)

- Provides core funding for the delivery of programs and services, bussing and special education for the school.
- Kawenni:io/Gaweni:yo Language Preservation Project is funded by INAC. This project works with the fluent speakers in our community to develop resources which supports the language immersion program.
- Special Project Funding

2. Home and School –Actively gets involved in the school funding raising efforts for the entire school. They put on a Toy Bingo each year which provides funding for the following:

- School trips,
- Bussing for Physical Education to and from Dijojh community centre where the gymnasium is offered free of charge to our students since we do not have a gymnasium
- Swimming Lessons at the Wayne Gretzky Center and
- Individual class activities

3. Peatson Fund–The Peatson fund was accessed by all of the elementary school teachers for School trips.

4. Six Nations Community Trust ~ through an application to the Six Nations Community Trust we were able to complete our Mechanical and Architectural drawings which has made KGPS shovel ready for the construction of a new school.

5. Six Nations Economic Development Trust ~ through an application to the trust we were able to improve the learning environment for the students and teachers. Student desks and chairs, teacher desks and chairs, cabinets and filing cabinets were purchased, computers and IPADS were also purchase to enhance the learning environment for all students.

6. Community–The community and others, parents and guardians are fully committed to the fund raising efforts of this school. These funds are used for class trips which otherwise might not have happened if not for the support of community members.

7. Facility–The present facility has been graciously donated to Kawenni:io/Gaweni:yo School by Curt Styres. His generosity has allowed us to have a permanent home with a bare minimum of cost to maintain and operate it.

8. Grand River Employment and Training(GREAT)-GREAT have assisted the school by providing training funds to hire teacher assistants and a interim school secretary. This has greatly assisted our school and has provided training for speakers who are interested in becoming teacher assistants
9. Six Nations Health Services - have provided health snacks and breakfast foods for the students. Students receive healthy breakfast snacks and once per week receive a hot breakfast or lunch.
10. Ontario Trillium Foundation (OTF)-The initiative through the OTF grant has also supported the development of resources for the retention of the Onondaga Language- this is a three year grant and we have completed year one of the grant.
11. Six Nations Police Pals Program-Donated \$2,000 towards sports equipment for planned activities with the grade 7 and 8 students.
12. Dream Catcher Foundation – Donated \$600 towards student activities.

K. Operation and Maintenance

1.0 POLICY COMPLIANCE STATEMENT

- 1.0.1 It is the policy of the KGPS to ensure an accident-free working and learning environment. All staff, students and non-KGPS personnel on school premises must comply with the Occupational Health and Safety Act and its Regulations, KGPS safety standards, school safety rules, and other applicable legislation.
- 1.0.2 It is the responsibility of individual employees and non-KGPS personnel to ensure that they comply with the provisions of the Occupational Health and Safety Act and its' Regulations, Safety Standards and Rules as enumerated.
- 1.0.3 A copy of this Policy is to be posted in each Six Nations school and administrative facility.
- 1.0.4 The Joint Health and Safety Committee will act as a resource to all groups and individuals. An update/report will be submitted to KGPS on an annual basis.
- 1.0.5 The Joint Health and Safety Committee will meet once per school term and will be comprised of one Health and Safety representative; from each school site, from the KGPS administration office, along with the KGPS Representative.

Membership will also include the school Maintenance Manager and the Director of Public Works.

- 1.0.6 The Joint Health and Safety Committee will be responsible for conducting an annual safety audit of each school facility and property.

Janitorial custodians are building maintenance professionals who keep the offices and the schools clean. Surely, cleaning up spilled glitter in an elementary school art class isn't glamorous, but our janitorial staff provide a vital function to our school. Without them, we would all work amid drifts of dust bunnies, work in areas where the spills are never cleaned and the school is full of overflowing trash cans and unbuffered floors. This job means bending, walking, pushing and lifting all day. Our Janitorial custodians work some pretty grueling hours. Here early in the morning and then again after school till late in the evening.

Our cleaning staff are friendly, cordial and very accommodating in addressing our needs for an effective learning environment. Without them we would be surrounded by a constant buildup of grime and an unhealthy learning environment. Be sure to take the time to thank them on a daily basis.

I would like to say Nia:wen/Nya:weh to Tracy Hill and Carl Hill for taking such good care of us here at KGPS.

L. New Facility ~ Let's Get This School Built in 2018

The future goal for KGPS is to build a new school on fourth line on the property site of Six Nations Polytechnic. The revised building drawings have been completed and the Architectural and Mechanical Drawings are completed. We are shovel ready!!!!



Revised Floor Plan



The school is targeted to be 40,000 sq. ft. and cost 12 million dollars.

Donations are greatly appreciated. Please contact the KGPS for more information.

Vision for a New School

If you wish to donate to the new school please call
Michelle Jimerson at 905 768 7203 Extension 209



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