



ANNUAL REPORT



2018
2019



Shé:kon/Sgé:nóʔ



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INTRODUCTION TO 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 Rotinohsion: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 to 8 are 50% in the language and 50% in English and 25% language instruction in the high school.



VISION MANDATE 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** (Kanonronhkwatshera enion:ni/Ganohk egyo:ni' tsadedwadre'), **harmony** (Tekarihwaaien: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 2018|2019

Greetings from the Board of Directors to all our stakeholders (our Students, Parents/Guardians, Principals, Faculty, Staff, Administration, Maintenance, Support Staff, Home and School Committee and Partners) of Kwenni:io/Gawenni:yo Elementary and High School.

We thank each person for their assistance, commitment and hard work which resulted in successful completion of the school program goals and objectives for 2018/19.

Several very positive activities have occurred over the past academic year which will enhance the quality of the current school program as follows:

- a)** Hiring of a Vice Principal. We welcome Jeremy Green (TEHOTA'KERA:TONH) who will become the next Principal
- b)** Work on a comprehensive literacy curriculum
- c)** Increased Budget which allows movement towards pay equity
- d)** Hiring of more personnel to share the workload
- e)** Three more Board Members appointed
- f)** Continued work on the School Building Project



This report presents a summary report of many activities undertaken during the 2018/2019 school year to meet the deliverables contained in this year's operational plan. We hope that you find it very informative regarding the scope of undertakings completed. The Board thanks Principal, Linda Staats and all contributors for an 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 and efforts devoted to completing a capital school project.

The Board of Governors continues to support the overall strategic aim of the Kawenni:io/Gawenni:yo curriculum over the next five year period which 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 are 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.

Respectfully

Ruby Jacobs,
Chair of the Board

MESSAGE FROM THE PRINCIPAL

DEAR KAWENNI:IO/GAWENI:YO FAMILIES AND FRIENDS:

I wish to offer a warm welcome to all parents/guardians, students, teachers and support staff of this Language Immersion School in reading this annual report. The report is being offered in support of the program and services offered to students. Teachers and support staff have worked diligently to prepare and present the highlights of their 2018-2019 school year.



Students are immersed in the Cayuga or Mohawk languages on a daily basis. Students can be heard speaking the language and students can be heard singing our songs. Students are engaged, confident, competent, thoughtful students who are able to think from a local, and global minded perspective.

One of the most remarkable things about Kawenni:io/Gaweni:yo School is the ability of our students to learn the songs and ceremonies of our community. Walking through the halls teachers and students can be heard singing and reciting the speeches.

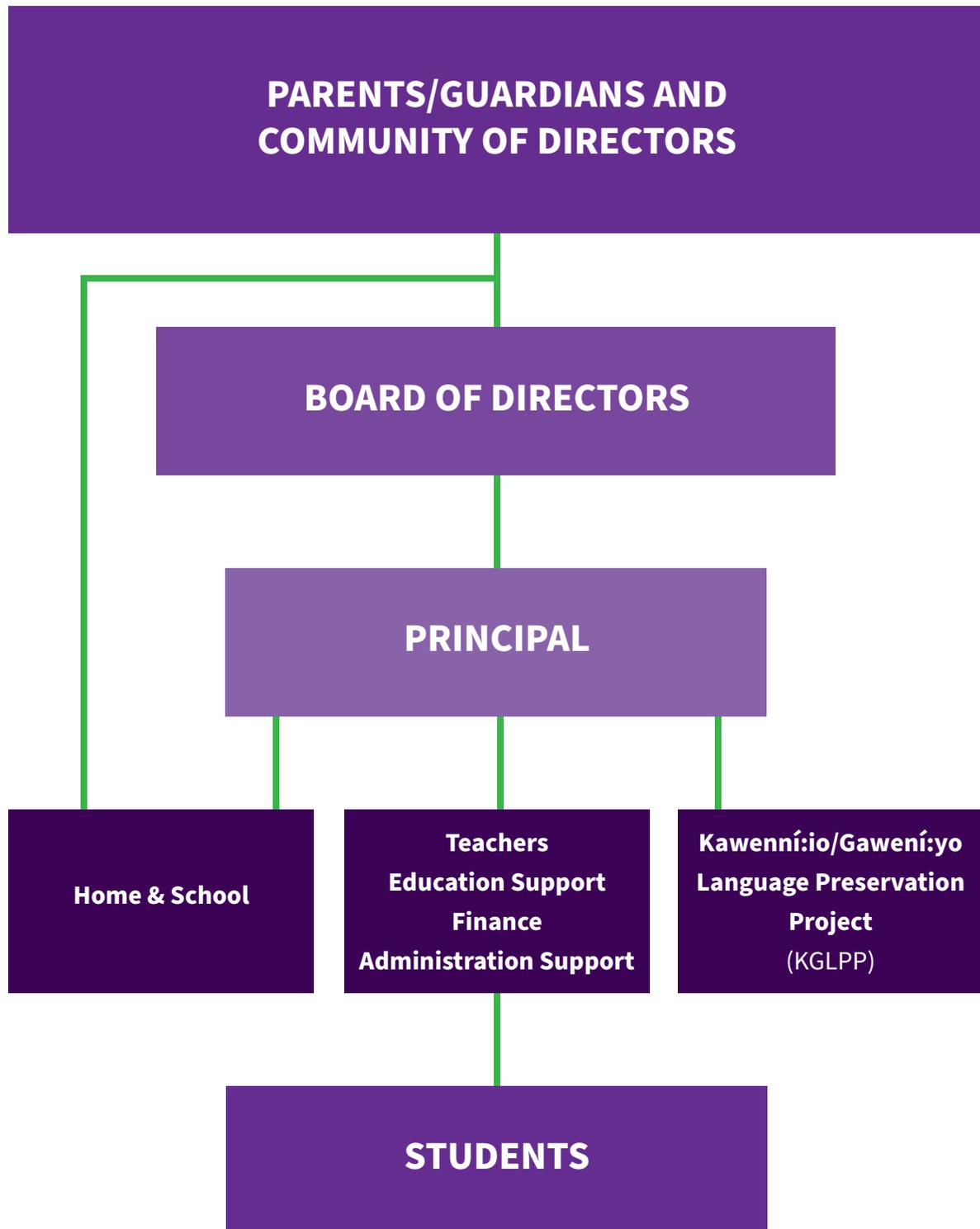
We strive to develop young people to be ready for the world around them as we build their knowledge of the traditional and ceremonial traditions of our community. We strive to provide many opportunities for our students to think and develop and be engaged in thoughtful learning. I believe in developing our students to ensure that we send them off into life with the skills they need to grow and develop in a successful and happy way.

Many opportunities for parental and community involvement have been presented and will continue to be presented. The stronger the partnership between home and school the better for the students and their learning.

Nia:wen/Nya:weh

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 2018|2019

NAME	OCCUPATION
Ruby Jacobs Chair	Former Director of Health Services Retired
Terrance Hill Vice Chair	Native Archaeology Monitor
Paula Hill Treasurer	Assistant Researcher
Cecile Akiwenizie Secretary	Health Practitioner
Elva Jamieson	Traditional Medicine Practitioner

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**

* I will **Be sincere**

* I will **Be respectful of everyone**

* I will **Be flexible in my approaches and understandings**

* I will **Be diligent and work hard**

* I will **Preserve a sense of humour**

* I will **Encourage and support students, affiliates, colleagues
and community**

* I will **Lead by example**

TEACHER ASSIGNMENTS 2018|2019

CAYUGA IMMERSION	
TEACHER	GRADE
Esenogwas Jacobs	JK/SK
Tesha Emarthle	1 & 2
Emily Longboat	3 & 4
Stacey Henry	5 & 6
Leena Henry	Teacher Assistant
MOHAWK IMMERSION	
Kayla Davis	JK/SK
Sandra Loft	1 & 2
Russ Davis	3 & 4
Candace Squire	5 & 6
Lenni Squire & Ojistoh Squire	Teacher Assistants
GRADE 7 & 8 ENGLISH AND LANGUAGE 50/50	
Ellen Doxtater	8 50/50 English
Kayla Martin	7 & 8 Mohawk
Joanne Longboat	7 & 8 Cayuga
Lavelle Antone	Teacher Assistant
SECONDARY SCHOOL TEACHERS	
Brian Hill	Highschool
Ellen Doxtator	Highschool
Joanne Longboat	HighSchool
EDUCATION SUPPORT STAFF	
Linda I. Staats	Principal
Kari Miller	Special Education Coordinator
Amy General	Academic / Social Counsellor
Clint Powless	Finance Officer
Suzy Burning	Office Manager / Registrar
Lyndsay Porter	Receptionist
Tracy Hill	Full Time Maintenance
Carl Hill	Part Time Maintenance



KGPS welcomes New Zealand visitors.





**Meryk
Burning**



**Atata:wi
Bush**



**Fredrick
Claus**



**Kocehvmpv
Emarthle**



**Sagoyehdehs
Hill**



**Nelson
Jamieson**



**Makeleigh
Johnson**



**Elliana
Longboat**



**Montana
Martin**



**Bradley
Shipman**

Not Pictured: Coby Bomberry, Elva Hill

GRADE 8 GRADUATES



KINDERGARTEN GRADUATES





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 | CAYUGA VERSION

GANOHONYOHK

Da:nə:dáh nigəgyohgo'dé: ɛswadahəhsi:yóhs
Now this kind of crowd you all will listen

gaihwaɛtgóh awá:dəʔ. Né:ʔ hɛdwaihwakye:tóʔ
to a responsibility it has become. It we will partake in

Shogwayadihsóh sogwa:wí: Ganóhonyohk
The creator he has given us thanksgiving

Netogyé:ʔ niyohtó:k ogwa'nigóhaʔ
Be it so remain our minds

Dané:ʔ ɛdwa:tro:wíʔ shéh ohwéjadeʔ
Now it we will all talk about of the existing earth

Netogyé:ʔ niyohtó:k ogwa'nigóhaʔ
Be it so remain our minds

Dané:ʔ ɛdwa:tro:wíʔ néʔ odwənohgrónyahnoʔ
Now it we will all talk about the growing plants

Netogyé:ʔ niyohtó:k ogwa'nigóhaʔ
Be it so remain our minds

Dané:ʔ ɛdwa:tro:wíʔ shéh nigahá:ʔ
wahyaniyó:taʔ
Now it we will all talk about of levels hanging fruit

Néʔ gyé:ʔ gowadigowanéh néʔ jihso:dahk
It is their leader the strawberry

Netogyé:ʔ niyohtó:k ogwa'nigóhaʔ
Be it so remain our minds

Dané:ʔ ɛdwa:tro:wíʔ néʔ odehadó:ni:
Now it we will all talk about

Netogyé:ʔ niyohtó:k ogwa'nigóhaʔ
Be it so remain our minds

Dané:ʔ ɛdwa:tro:wíʔ néʔ gadi:nyó:ʔ
gadidaksenogyéʔs
Now it we will all talk about

né:ʔ hníʔ néʔ gadigyenó:gyeʔs.

Netogyé:ʔ niyohtó:k ogwa'nigóhaʔ
Be it so remain our minds

Dané:ʔ ɛdwa:tro:wíʔ néʔ ohnéganohs
Now it we will all talk about the water

Netogyé:ʔ niyohtó:k ogwa'nigóhaʔ
Be it so remain our minds

Dané:ʔ ɛdwa:tro:wíʔ néʔ shogwadənaʔtraə:ní:
Now it we will all talk about the he has given us food

gyonhéhghoh
to nourish us

Netogyé:ʔ niyohtó:k ogwa'nigóhaʔ
Be it so remain our minds

Dané:ʔ ɛdwa:tro:wíʔ shéh deyowá:wənye:
Now it we will all talk about the stirring winds



Netogyé:’ nyohtó:k ɔgwa’niǵóha’

Be it so remain our minds

Dané:’ ɛdwa:tro:wí’ né’ Sganyadaí:yo’

Now it we will all talk about Handsome Lake

Dané:’ ɛdwa:tro:wí’ né’ hadiwə́nódagye’s

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

Netogyé:’ nyohtó:k ɔgwa’niǵóha’

Be it so remain our minds

Netogyé:’ nyohtó:k ɔgwa’niǵóha’

Be it so remain our minds

Dané:’ ɛdwa:tro:wí’ Geí:niyogweda:gé’ hadiǵ

hya’kió:nǵ’

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

Dané:’ ɛdwa:tro:wí’ ɛdehká:’ ga:gwa’gye’s

Now it we will all talk about day kind summer

Ne:’gye’hné: deyokiyé’nyadó’ sge:nǵ’

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

hosge’agehdago:wáh shedwahjiáh

deshedwanǵhǵkwa’

the great warrior our older brother we revere his as

dwə́nǵhdǵnyǵh

we are experiencing in thought

Netogyé:’ nyohtó:k ɔgwa’niǵóha’

Be it so remain our minds

Netogyé:’ nyohtó:k ɔgwa’niǵóha’

Be it so remain our minds

Dané:’ ɛdwa:tro:wí’ sǵehká:’ ɛhni’da:gye’s

etihsó:t

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

Dané:’ ɛdwa:tro:wí’ haǵ:ha’géh gaǵ:hyadé’

hana:gré’

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

deyetinghǵkwa’

we revere her as

Shǵwayadíhsǵh

The Creator

Netogyé:’ nyohtó:k ɔgwa’niǵóha’

Be it so remain our minds

Netogyé:’ nyohtó:k ɔgwa’niǵóha’

Be it so remain our minds

Dané:’ hni’ ɛdwa:tro:wí’ né’ ojhsǵdahsiá:’

shéh

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

Da:netǵh naga:tgwe:ní’ i’géh agayagǵhdáhk

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

gaǵ:hyadá:gye’

on going skies

Ganǵhnyǵhk

Thanksgiving

Netogyé:’ nyohtó:k ɔgwa’niǵóha’

Be it so remain our minds

Da:nétoh

That is all

THANKSGIVINGS ADDRESS | MOHAWK VERSION



OHEN:TON KARIHWATEHKWEN

Ó:nen en sewatahonhsí:iohste Shonkwaia'tíson 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 niiéhawe 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'tshera: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 nenióhtónhake 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 nenióhtónhake 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 nenióhtónhake 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'tíson. Ne káti ne entitewateweién:ton tentshitewanonhwerá:ton ne shonkwakowá:nen Skaniatarí:io. É'tho káti nenióhtonháke 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 nenióhtónhake 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'tíson. É'tho káti nenióhtónhake ne onkwa'nikón:ra.

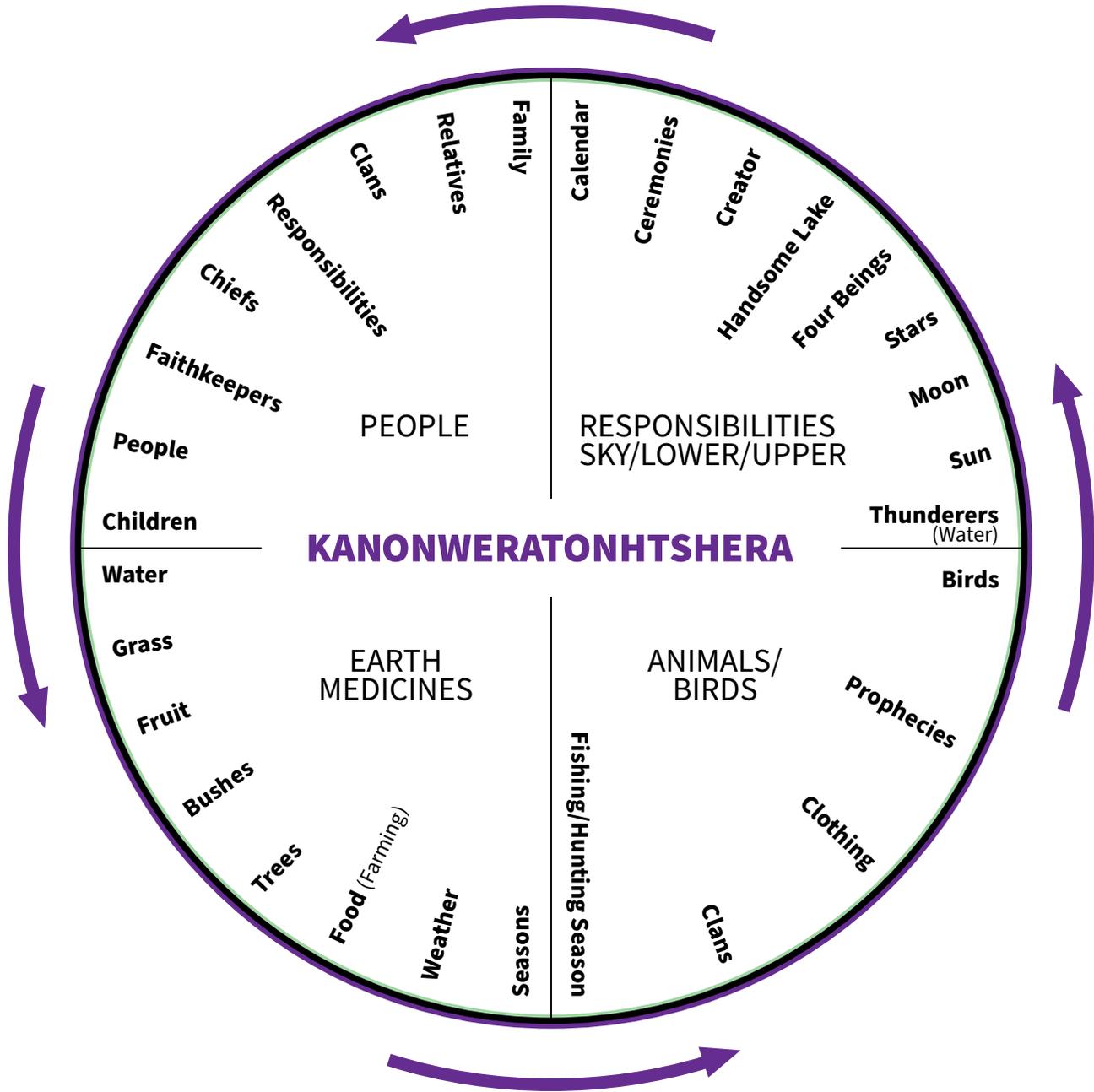
Now we will tell about our Creator who lives in heaven. Therefore, it will remain in our minds.

Ó:nen káti eh na'katkwé:ni Í:l 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:



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.



KINDERGARTEN GAYOGOHO:NO IMMERSION | ESENOGWAS JACOBS

School Year Highlights 2018-2019

Language/Cultural Inclusion – In Kindergarten, 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 recite independently. The students learn and practice auditory and visual discrimination of the Gayogoho: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 Helpers** – During our community helpers unit, Six Nations Fire Department visited our school. We learned about fire safety and about their roles in our community. The students learned how our helpers can help us, what kind of equipment they use, and the vehicles they drive.
- **Husking Corn** – The students husked and hulled the white corn. We learned the safety and practiced our vocabulary.
- **Family Lunch** - Our class had our annual Family Lunch. Each student created a My Family Tree/Book and made a presentation and shared their personal introduction and names of each family member in their tree/book. The lunch was well attended and was an opportunity for the families to see the students' language progress.
- **Social Music Program** – The students engaged in singing and dancing with Honohsase and Ganawi:yo weekly.



- **Sugar Bush Outings** – Our class spent time in the sugar bush learning and practicing the process of identifying trees, tapping trees, and boiling the sap. They were excellent helpers gathering and stacking firewood to keep the fire going. Nya:weh to Kedoh and Hohahe:s for providing the opportunity for our students to help them with this process.
- **Ripley’s Aquarium** – Our class attended the Ripley’s Aquarium in Toronto. They learned about a variety of marine animals and their habitats. Nya:weh to the Peatson Educational Fund for providing the opportunity for our students.
- Our class spent many mornings practicing their speaking and presentation skills in preparation for our **Midwinter Mock Ceremony and Spring Concert**. The students did a great job!
- Our students participated in various sporting events including **Six Nations Cross Country Meet, K/G Track and Field Meet, and Tom Longboat Run**.
- **Kindergarten Graduation** – We had 14 graduates this year and the recipient of the Isabel Jacobs Memorial Award 2019 is Dayonhdahs Green.

GRADE 1/2 GAYOGOHO:NO IMMERSION | **GADAIHONGWAS TESHA EMARTHLE**

School Year Highlights 2018-2019

The Cayuga grade 1/2 program immerses children in our heritage language throughout the day to cultivate children who are confident in their Ongwehonwe identity.

The 2018 school year was an even year where the social science subjects followed the grade two Ontario curriculum. The curriculum was adapted to reflect our culture and traditional ceremonies. Children develop skills in a safe, caring environment that fosters the academic, social, emotional and cognitive development.

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. 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 foundational knowledge to expand upon as they advance into the older grades.





EXTRA CURRICULAR HIGHLIGHTS

- With the support of the HC Peatson fund students had the opportunity to participate in hands-on discovery centres where they had the opportunity to touch real samples of diverse body coverings of various animals that live in the aquatic ecosystem at **Ripley's Aquarium** in Toronto. Students investigated the advantages for each creature's survival.
- As part of **Earth Day**, our class visited **Turtle Island News** where students visited the many displays promoting conservationist and environmentalism within our community.



GRADE 3/4 GAYOGOHO:NO IMMERSION | DAWEYOSE EMILY LONGBOAT

School Year Highlights 2018-2019

Language and Cultural Inclusion- In grade 3/4, students focused on reciting Ganohonyohk along with various ceremonial speeches and songs throughout the year. I was very impressed with their memorization and recitation skills as they did an excellent job during socials, ceremonies and group activities. They demonstrated great pride and enthusiasm in doing so. Students were given the opportunity to create, demonstrate and experiment with their science projects in class, some were successful and some not so successful but all had a very great learning experience. It has been an enlightening experience watching the progress of the students throughout the school year.

Extra Curricular Highlights

- Extra-curricular highlights
- Special Events/outings
- Mock Midwinter Ceremonies
- Swimming at the Wayne Gretzky Centre
- Strawberry picking
- Developed and participated in an in-class science fair
- Class trip to The Royal Ontario Museum





GRADE 5/6 GAYOGOHO:NO IMMERSION | KAOHWIHTA STACEY HENRY

School Year Highlights 2018-2019

The 5/6 Gayogohono class spent the 2018-2019 year learning and participating in studies pertaining to the cycle of ceremonies. They learned to create speeches of their own and practiced singing social and some ceremonial songs. Each and every student is encouraged to participate in all activities. Students are taught and prepared to participate in the mock Mid-Winter Ceremonies that students run themselves with assistance from teachers. Students are always encouraged to continue learning our traditional ways and to help keep our culture and traditions going. It is quite amazing to witness their accomplishments as they succeed in conducting themselves.

Extra Curricular Highlights

- Students were taught some basic beadwork skills where they made little pillows and beaded wire rings.
- The whole school enjoyed a trip to the movies to watch “The Grinch” before the Winter Holidays.
- With assistance from Marion Martin and company, each and every student in Grades 5/6, were given the opportunity to make their very own pair of moccasins. They were all taught to trace, cut, and sew together moccasins.



- Students enjoy the use of the gym and track at Dajoh Sports Centre where they learned and participated in skills for 3-pitch, Cross Country, soccer, basketball, volleyball, badminton, lacrosse, and track and field. They can then use their skills and knowledge to participate in the school district tournaments. They also had another successful year of improving their skills and self-confidence in swimming at the Gretzky Centre.

- Class of 2017-2018 students, participated in a “News Cast” skit for the Spring Concert. They created their own lines, recorded and directed video clips to create a News Show. Awesome job was done by all.

- A group named “Elephant Thoughts” came in and did presentations with both Mohawk and Cayuga 5/6 students. They also did a variety of different science experiments. Students designed paintings using a stationary bicycle and a paint wheel, played laser tag and many other different experiments related to the Science Curriculum.

- Both Mohawk and Cayuga 5/6 students and teachers went on a trip to the Museum of Illusions in Toronto. Students were able to witness and participate in different types of illusions.



KINDERGARTEN KANYEN'KEHA IMMERSION | KAWISANI:IONTE KAYLA DAVIS

Our class would like to send a special niá:wen to the **Six Nations Zombie Run Committee** and **Tim Horton's Smile Cookie** Fundraiser for generously donating the profits to Kawennni:io/Gawęni:yo Private School.

SPORTS EVENTS:

- Cross Country
- Soccer Tournament
- Swimming at the Gretzky Centre
- Primary Lacrosse Tournament
- Dajoh Gymnasium Activities
- Track and Field
- School Skate
- Snow Snake Tournament
- Tubing at Chicopee Tube Park

SPECIAL EVENTS/TRIPS AND GUESTS:

- Welcome Back BBQ
- Spirit Day (each month)
- Earth Day Celebrations at Turtle Island News
- “Learning Through the Arts” with Artie Martin and Candace Maracle
- Little Caesar Pizza Kit Fundraiser
- Track and Field
- Tom Longboat Run
- Year End Cineplex Movie Trip
- Spring Concert
- Kindergarten Graduation



CULTURAL CURRICULUM:

- Reciting the Thanksgiving Address: Hand and Body Movement and Song
- Social Singing and Dancing with Eddie Thomas and Dallas Silversmith
- Monthly School Socials
- Mock Midwinter Ceremonies: Atón:wa Speech and Songs
- Tree Identification (Owáhta)- Giving Thanks to the Maple Trees/ Tasting Maple Water
- Planting (Beans and Flowers): Seed Songs and Speech
- Insect Exploration
- Wild Strawberries: Giving Thanks Speech/ Making Wild Strawberry Juice
- Animals and Habitats
- Eco-Science: Caring for Mother Earth/ Recycling in the Classroom
- Onkwehón:we Stories and Crafts

GRADE 1/2 KANYEN'KEHA IMMERSION | SANDRA LOFT

School Year Highlights 2018-2019

In the grade 1 & 2 Mohawk program, Students were immersed in our language throughout the day. The curriculum revolves around our culture and traditional ceremonies, while incorporating the Ontario Curriculum to ensure future success in today's world. Children develop their skills in a safe, caring environment that fosters the academic, social, emotional and cognitive development.

This year we participated in a variety of activities to assist the student's development and understanding of the subjects being covered. We attended trips to Ripley's Aquarium, movies in Ancaster, Swimming at the Wayne Gretzky Center and Skating at the Gaylord Powless Arena.

We also did a community visit to the local police station and fire station.



GRADE 3/4 KANYEN'KEHA IMMERSION | RONKWETIYO RUSS DAVIS

School Year Highlights 2018-2019

- Trip to Chicopee for tubing park to have some fun while engaging in some physical education.
- Trip to Niwasas school located in Hamilton On. to share our Rotinohson:ni knowledge by assisting in rekindling and maintaining our social songs to others in need.
- Field Trip to App's Mill Nature Centre. The students will participate in tree identification activities by managing, organizing, distinguish and making decisions in their personal investigation, also to Meet the animals is a demonstration to learn about their characteristics.
- The Grade 3 and 4 class were invited to take part in Haldimand Children's Water Festival at Taquanyah Nature Centre, Cayuga On. The focus of this trip is to learn about water safety, Aquatic life and have fun.
- Spring concert students performed a historical legend of how the Rabbits give the people their song and dance.
- Students picked strawberries wild one and went to Austin's farm in Waterford On.
- Year end trip to the Movies.





GRADE 5/6 KANYEN'KEHA IMMERSION | OTSIKHETA CANDACE SQUIRE

School Year Highlights 2018-2019

In the 5/6 Kanienkehaka class, the teachings are designed to take into account the cultural identity of the child. The student is reinforced to introduce themselves, nation, clan, age, family members and to extend upon this area. They are also instructed to know the long version of the Thanksgiving Speech, the Creation Story, the Coming of the Peacemaker, and the importance of the Great Law. The students also learn speeches for ceremonies and songs, as well as social songs. The student is given everyday language and is encouraged to learn and use this language on a daily basis. (e.g. sports, weather, family, emotions, health, stories, games, animals, pets etc.)



“Life, love and language are the three things creator gave us. We are not revitalizing the language the language is revitalizing us.”

- unknown

The students of 2018-2019 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 learned basic beading skills making rings. They were taught how to make their own moccasins with much patience from Marion Martin. The students wore their moccasins for socials and indoor shoes. The students enjoyed watching the movie in Ancaster, “The Grinch” before the winter holidays. A science presentation was given by a group called “Elephant Thoughts” to the grade 5/6 Mohawk and Cayuga. The students enjoyed the designed painting using the stationary bicycle and paint wheel, touching the ball that made their hair static, playing laser tag and many other science activities related to the Science curriculum. The students enjoyed their trip to the Museum of Illusions in Toronto where they experienced all types of illusions. The students did an excellent job rehearsing and presenting their play “Iakoia’tahtón:’on ne Miss Nelson” which was presented along with their song at the spring concert.



SECONDARY SCHOOL (HIGH SCHOOL) | BRIAN HILL/ELLEN DOXTATOR/JOANNE LONGBOAT

School Year Highlights 2018-2019

Ontario Curriculum summary - 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.

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.



Language/Cultural Inclusion

The high school students expanded their knowledge of all the sections of the Thanksgiving address and the names of the cycle of ceremonies for the whole year. They learned about the Birth of the Peacemaker, elements of the Great Law of Peace and the 50 chief titles and their relationships. Some guest speakers came in and took them on a medicine walk to learn about traditional medicines. The K/G high school students learned a great deal about Midwinter ceremonies and also assisted with the Mock ceremonies we had at KGPS for the elementary. They attended Gaihwiyō here at Sour Springs Longhouse and also travelled to the Newtown Longhouse on the Cattaraugus reservation to hear the message.

The high school students participated in workshops at Kayanase where they learned to identify trees, the importance of fish and how to build fish traps, frog calling and bio-magnification. They helped give a tour at Kayanase for the students from Guelph University and they did presentations for the community at GREAT and Six Nations Polytechnic about what they learned there.

Last spring our students made moccasins with Marion Martin and also sewed full traditional outfits with Marion Martin, Dusty Sowden and Wanda General thanks to funding from the Ontario Arts Council.

Extra curricular highlights

Our high school partnered with McMaster University on their water mapping project. We participated in several workshops facilitated by their students and a few of our students were able to travel to Washington DC and do research at the Smithsonian. They learned to make digital stories about water that were shown to the UN in NYC. Our students put on socials at various places in the community. They also hosted a mini-sing at Dajoh for the whole school and for any other high school groups. We would like to make this an annual event. We also attended a women's empowerment luncheon and workshop in downtown Toronto and saw Buffy Sainte-Marie perform there. We also had students visit from McMaster University and talk about the health sciences and we went to a full day workshop there. Our students participated in fun activities such as sewing stitches on a banana skin and dressing wounds on a squash.



KAWENNI:IO/GAWENI:YO STAFF | 2018-2019





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. As well they receive a hot meal once per week. These services are provided Health Promotions and Nutrition Services of Six Nations – Lacy Hill supervisory

b. Six Nations 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. A variety of Health education programs are available upon request.

c. Special Education Resource Teacher (S.E.R.T) – *Kari Miller*

The Special Education Resource Teacher (S.E.R.T) provides support for students with many types of disabilities and has the following responsibilities:

- * Observe students who are having difficulties in order to assist the classroom teacher to identify appropriate educational expectations
- * Work with classroom teacher to make accommodations to programs to increase the opportunity for student success
- * With parental consent, carry out formal educational assessments
- * Withdraw students for specific basic skills training in reading, writing or mathematics skills

d. Academic and Social Counselling

Academic and Social Counselling – Amanda General has taken on the role of academic social counselling in the school. The school counselor will provide support to students, teachers, and parents with the overarching goal of student success. The academic social counselor will work within the school system to provide guidance to students. This generally involves observation, as well as speaking with teachers and parents to evaluate a student's individual strengths or special needs. The School counselor will work with all students to maximize their academic and social skills.

e. Special Events

Science Fair, Team sports participation with other schools, school trips to different venues where students enhance their learning experience outside of the school environment.

f. 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 participate in socials each month at the school longhouse area.

- * 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

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 connection with the school board
- A source of income for funding student activities and school trips

The Home and School meets the first Tuesday of every month. Meetings have been taken place at 4:30 p.m each month. All parents are encouraged to come out and support school activities through the Home and School.





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.



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

ONTARIO ARTS COUNCIL

The mandate of the Ontario Arts Council (OAC) is to foster the creation and production of art for the benefit of all Ontarians. The arts are essential to the quality of life, cultural identity, social well-being and economic prosperity of Ontario.

Kawenni:io/Gaweni:yo School received grants from OAC which covered a number of activities including bringing consultants and elders to work with the students. Traditional singing and dancing was provided to the whole school as part of their music and drama program. Traditional clothing and moccasin making was offered to the older students.

Students in grades 5-12 made their own pair of moccasins. Students in grades 7-12 made their own set of Onkwehonwe:we clothes that included a shirt, leggings and breech for the boys and a skirt, leggings and dress for the girls. Many Grade 8 graduates proudly wore the Onkwehonwe:we clothes they had made to their Grade 8 graduation.



Grade 7 and 8 Students



High School Students



Track and Field Winners 2018-2019



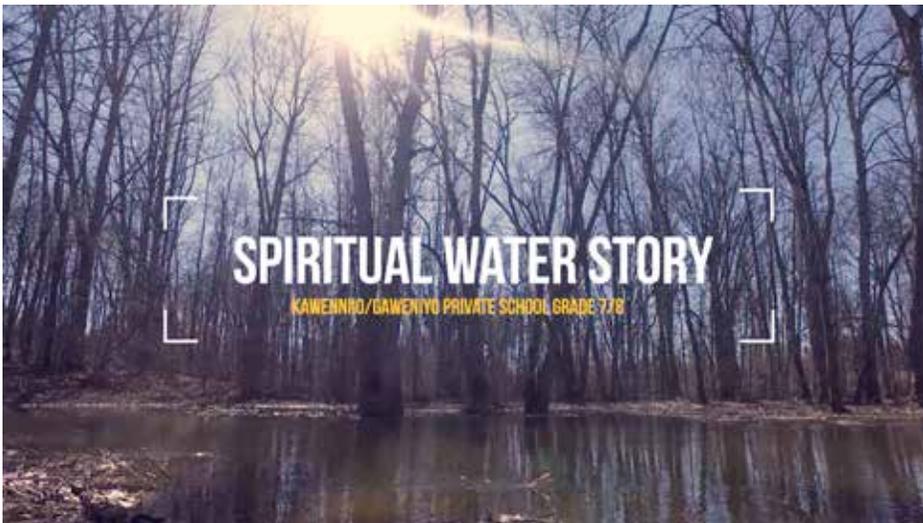
Earth Day Activities with Grade 8 Helpers



Every Child Matters



Grade 7 and 8 Students Cayugas with Candace Maracle



Grade 7 and 8 Students Mohawks with Artie Martin



Highschool Students with Paulette Moore

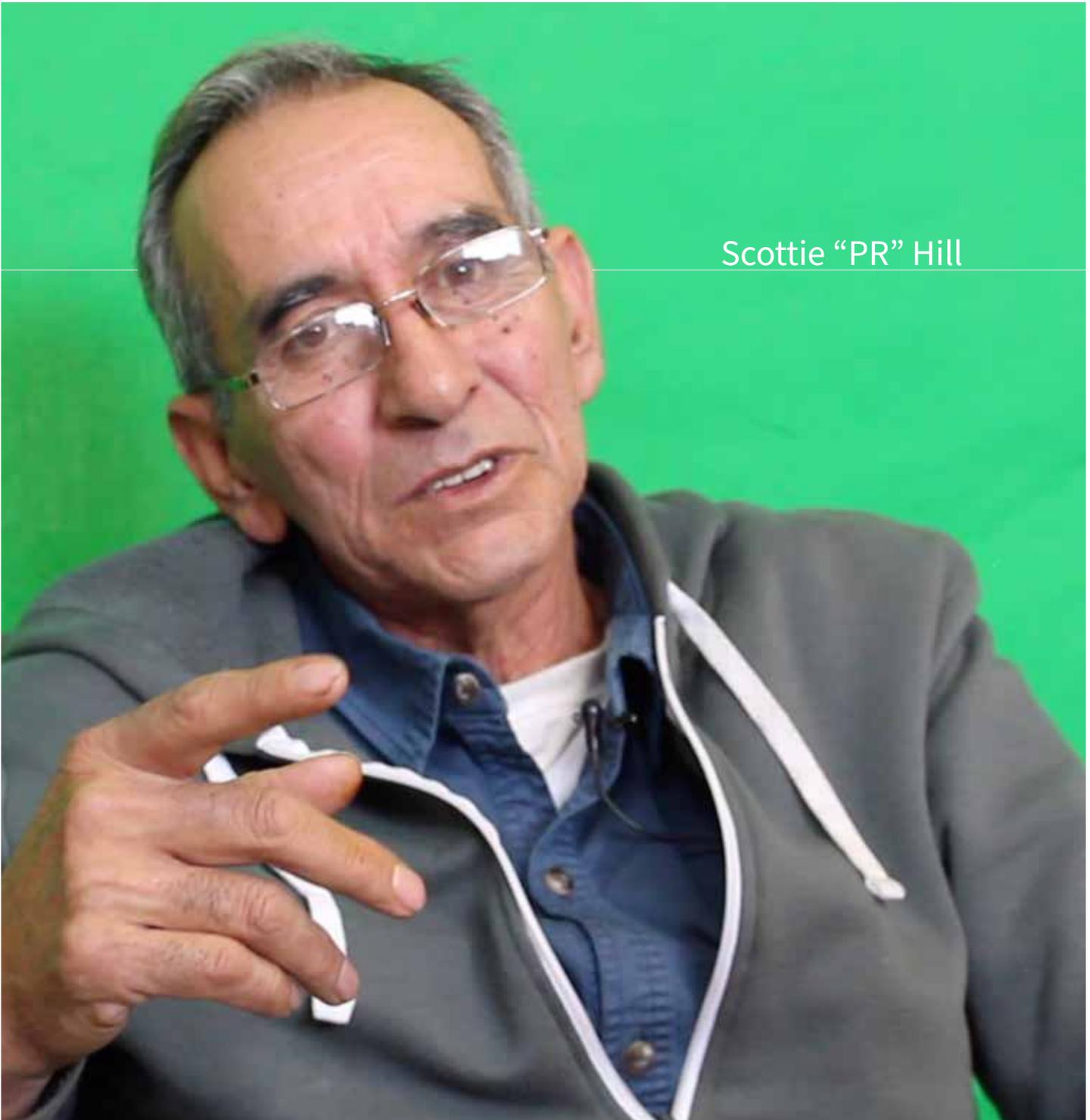
GLOBAL WATER FUTURES PROJECT (GWF)

Kawenni:io-Gaweni:yo Private School partnered with McMaster University to participate in the Global Water Futures Project. Our partnership has provided diverse learning experiences for our Grades 7-12 students including: a trip to the Smithsonian Institute's museums and archives; and participation in 'easing their minds' teachings – bringing in Haudenosaunee leaders to share teachings about water.

The students also completed three digital water stories outlining their relationship to fresh water and their hopes for the future. In concert with their teachers and teachers assistants, 3 professional film-makers and a drone operator, student's efforts in preparation and deliverance of their digital stories included: water teachings, digital story-telling workshops, field trips to various freshwater ecosystems, filming and editing all culminating in 30 hours of work in which they were accredited certificates by McMaster University.

These digital stories have been shared with the Six Nations Elected Council, the Haudenosaunee Confederacy Chiefs Council and at the United Nations Permanent Forum on Indigenous Issues at the Ohne:kanos Ohnegahde:gyo Side-table event in New York. They are available for viewing on the KGPS website at www.kgps.ca/media/.

A Social Songs & Dance Program was established wherein each class from JK-12 was able to attend weekly sessions to learn the origin, protocols and practices of our various social songs and dances. The Kawenni:io-Gaweni:yo Language Preservation Project (KGLPP) created a series of educational and informational videos wherein native speakers of both Gayogohon:no and Kanien'keha were interviewed to tell the origin stories, protocols and customs, practices, family and local histories associated with each of our social songs and dances. This culminated in a gathering hosted by KGPS in May, 2019 where students from other local schools, native speakers and community members were able to watch and listen to some of the recorded stories in addition to personal accounts and words of encouragement from some of the native speakers who were in the videos. This event included a catered lunch and demonstrations of various social songs and dances.



Scottie "PR" Hill

G. RECOGNITION - ONGWEHONWE BACHELOR OF ARTS

CONGRATULATIONS TO THE GRADUATES

KGPS teachers **Russ Davis** and **Kayla Davis** spent three years completing this course.



IOIÁNERE!



RONKWE'TÍ:IO RUSSELL DAVIS
Grade 3 & 4 Teacher



KAWISANÍ:IONTE KAYLA DAVIS
JK/SK Teacher





COMMUNITY ENGAGEMENT

Culturally-knowledgeable students are well grounded in the cultural heritage, traditions and ceremonies of their community.

Culturally-knowledgeable students are able to build on the knowledge and skills of the Six Nations cultural community as a foundation from which to achieve personal and academic success throughout life. Kawenni:io/Gaweni:yo school takes pride in providing these experiences for students which enhances their cultural identity and improves their self-esteem.

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 success. 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 their success and well-being. Your involvement in the life of the school is greatly encouraged. The following is a list of activities which encourages community engagement:

- ✱ Back to School Open House
- ✱ Science Fair
- ✱ Bake Sales and other fund raising sales
- ✱ Graduation Ceremonies for the Kindergarten and Grade 8
- ✱ Fund Raising Activities
- ✱ Volunteering in the school
- ✱ Chaperones for School Trips
- ✱ Swimming Lessons for Students
- ✱ Participating in School Socials

H. KAWENNI:IO/GAWENY:IO LANGUAGE PROJECT - KGLPP

The Language Preservation Project has been an important part of the Kawenni:io/Gaweni:yo School to ensure there is on-going development in terms of language resources to support the teaching of both Cayuga and Mohawk languages.

THE FOLLOWING ACTIVITIES WERE COMPLETED IN 2018-2019

Cultural/Language curriculum development adaptations and modifications were completed for the elementary grade level programs of instruction.

To improve overall effectiveness of the KGPS educational program; a coordinator was hired to restructure the cultural curriculum for the development team. First language speakers were hired to add to lesson plans, adaptations and language lessons. The elder first language speakers shared stories that were directly related to the traditional teachings. Contracted workers were hired to support, validate completed educational curriculum adaptations and the language lessons. This provided KGPS teachers with enhanced oral language, and in-depth cultural understanding from gathered recordings, videos and written language content.

Two computer programmers were retained to input lessons and language into the Can 8 system. Training was provided to assist in using the virtual education program technology. Input into can 8 of the completed cultural/language adapted lessons. All input was completed of the lessons/language, adaptations and all complementary language lesson adaptations.

Illustrations were added to complement language lessons.

Improve teacher skills in training students for independent learning in can 8, the KGLPP staff provided training for teachers and students, trouble shooting and competency building for developing student skills in using the virtual programs. (2) Training materials were developed and shared for continued guidance of the use of technology for the learners. (3) Teachers were provided on-going assistance with the virtual programs. (4) Help desk assistance was provided to all teachers using the virtual programs for their daily instruction and to help develop their skills for homework support.



HUMAN RESOURCES FOR KGLPP

Coordinator – Cheyanne Doxtador

IT Manager – Jerrica Thomas Hill

IT Assistant – Wendel Simon Hill

Fluent Language Speakers

I. 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/Gawani: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/Gawani: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.

2. Ontario Arts Council Grants - The Ontario Arts Council-Indigenous Culture Fund support has provided the Kawenni:io/Gawani:yo Private School the opportunity to provide a traditional culturally relevant music and art program for the School.

3. 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 Gretszky Center and
- * Individual class activities

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

5. 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 for the support of community members.

6. Facility-The present facility has been graciously donated to Kawenni:io/Gawani: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.

7. Grand River Employment and Training (GREAT)-GREAT have assisted the school by providing training funds to hire summer students to assist with the operation and maintenance duties.

8. Six Nations Health Services - have provided healthy snacks and breakfast foods for the students. Students receive healthy breakfast snacks and once per week receive a hot breakfast or lunch.

J. 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.



K. KAWENNI:IO-GAWENI:YO PRIVATE SCHOOL IMPROVEMENT PLAN

The purpose of the Kawenni:io-Gaweni:yo School Improvement Plan is both to improve student success and achievement and to sken:nen aienonhtonion aiakoia'takenhna-sge:no aienonhdonyon aiagoia'dagenha (to feel good about who they are). Research to support the creation of the Kawenni:io-Gaweni:yo School Improvement Plan commenced at the professional development day on October 5th, 2018. The KGPS School Improvement Plan focused on engaging staff to identify specific areas for improvement in three areas: 1) **Curriculum Delivery**; 2) **School Environment** and 3) **Parental Involvement**. A KGPS School Goal Achievement Rating was established by having teachers rate their success for achieving each of KGPS School Goals from 1 to 5 (1 far below expectation, 5 far exceeding expectation).

KGPS School Goal Achievement Rating for 2018-2019

Learning Environment	3.98
Curriculum Delivery	3.36
Parental Involvement	2.80

Overall Rating 3.51

We will engage our teachers and teachers assistants during the 2019-2020 school year to come up with a KGPS School Goal Achievement Rating for the 2019-2020 school year. This will help us to establish baseline data to track our perceptions of success in terms of how well we believe we are achieving the goals of the Kawenni:io-Gaweni:yo Private School.

Kawenni:io-Gaweni:yo areas of strength were identified as:

- * Demonstrating the values of respect, trust, sharing, peace, brotherhood, harmony and justice (100% rating).
- * Understanding self through the learning of Onkwehonwe language and culture (100%).
- * Respect and appreciation of the gifts of the creator and to acknowledge thankfulness through the Kanonhweratontshera-Ganonhonyonk (100%).

We will work to improve our program of education at KGPS, building using our areas of strength as our foundation from which to proceed.

Grades JK-12 staff also created class profiles that were organized according to curriculum subject area to identify specific curriculum subjects to target for school improvement.

Areas For School Improvement By Division & Subject Area

Junior & Senior Kindergarten	Grades 1-6	Grades 7-8	Grades 9-12
Self-Regulation	Onkwehonwehneha Literacy Listening, Speaking, Reading, Writing	English Language Literacy	Attendance
	Technology (Media Literacy)	English Language Math Literacy	Math
	Math (Data Management & Probability Problem Solving)		English Language Literacy

KGPS staff and administration have been working hard to improve in the specific areas as outlined above. Research and the establishment of baseline data will continue to guide and shape professional development, training and budget allocation so that we can continue to improve upon our solid foundation. Actions to be taken in the 2019-2020 school year include:

Learning Environment

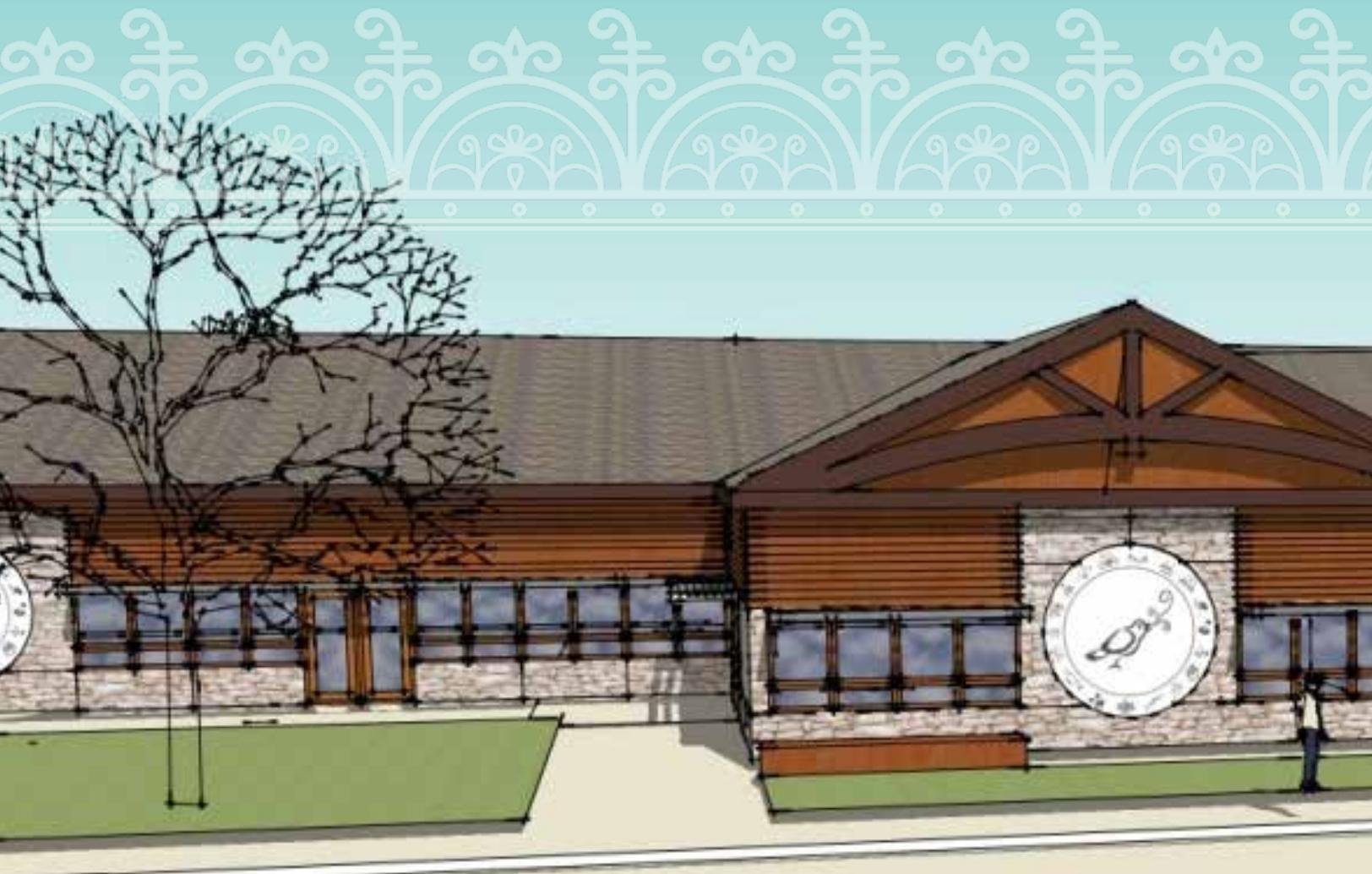
1. Continue to attend KGPS School Building Committee meetings to source funds to build a school.
2. Review existing KGPS policies and complete accompanying procedures.

Curriculum Delivery

1. Increase collaboration between teachers of the same grades or division based on the Professional Learning Communities model.
2. Establish Onkwehonwehneha Literacy Program Benchmarks (Grades JK-8) for both Gayogohon:no and Kanien'keha.
3. Draft a KGPS Special Education Program Manual.
4. Form a KGPS School Improvement Planning Committee.

Parental Involvement

1. Draft a parent engagement strategy.
2. Draft a KGPS Home & School Terms of Reference.
3. KGPS Annual General Meeting (AGM).



L. KAWENNI:IO / GAWENI:YO NEEDS A SCHOOL

Kawenni:io/Gaweni:yo School is a language immersion school offering languages in the Mohawk and Cayuga Languages.

Kawenni:io/Gaweni:yo School is located at **3201 Second Line Road**, located on the Six Nations of the Grand River Territory. The elementary and secondary school is a federally funded educational institution which provides education to **approximately 150 students**. The school has been **operational for over 30 years** and has successfully transitioned and instructed students in Mohawk and Cayuga language following Ontario's core curriculum guidelines with cultural curriculum adaptations. The school has been operating in portables, old abandoned schools and most recently is renting space above a Lacrosse Arena.

The school was initially developed in response to a number of elders and parents who wanted to have their children be immersed in the language and culture through the education system. In their observations of the Six Nations Community they were painfully aware of the rapid erosion of our languages and culture and felt they had the capacity to do something about it. They were first language speakers of Cayuga and Mohawk. Together they started the first Language Immersion School which was offered in one of the old abandoned schools located on Six Nations. Most recently, we have lost the three elders who started the school and along with them generations of language and cultural knowledge. This has created a sense of urgency in supporting this Language Immersion School.



The continuation of the language is essential to the well-being of the Six Nations Hodinoh:so:nih people. Without language many educators and speakers agree, our people and children will cease to exist as the ceremonies, songs, dances and culture will be stripped from our being. Therefore, the school must incorporate and reinforce traditional cultural values and beliefs in all formal and informal school functions.

Kawenni:io/Gaweni:yo Elementary School has seen a number of students successfully transition to high school and post-secondary education. The students have become role models, mentors for existing/upcoming students.

Kawenni:io/Gaweni:yo High School graduates have become honest, hardworking community members who hold key positions in the Six Nations work

force, employed in various specialized jobs such as Emergency Medical Services (Paramedic), Teachers, Fire Chief, Business Owners, Educational Language Consultants, Peer Tutors, Teacher Assistants and a range of other professional occupations both on-reserve and off-reserve.

Most importantly, the graduate students have become conversational speakers who know who they are, can speak with understanding and know their language, plus share their knowledge with others within the community and during longhouse ceremonies. Many of the first graduates now regularly perform ceremonies within the community, lead socials and conduct themselves above approach as upstanding Hodinoh:so:nih people.

Kawenni:io/Gaweni:yo is governed by a community-appointed Board of Directors. The Board of Director's

set policy, conduct business affairs in an open and transparent process and formulate Strategic Goals to ensure the Teachers and Teachers Assistants are moving toward achieving the Vision and Mandate of the organization.

The school is operated by a Principal and an Administration team of approximately 36 teachers, teacher's assistants, maintenance staff and administration personnel. A Home and School organization also functions as support for student class-trips, fundraising and extra-curricular activities.

The revitalization of Indigenous languages in Canada is part of the government's intent in meeting First Nation priorities. In Canada, there are more than 58 First Nation languages, according to linguists the only two languages which will survive are the Mushkegowuk and Anishinabek. Therefore, it becomes increasingly critical for Kawenni:io/Gaweni:yo School to work to protect and preserve the Haudenosaunee languages within the context of a classroom setting. Other languages across the world have been revitalized; recognition, action and investments today will assist in ensuring the Haudenosaunee languages survive. The school has seen so many positive role models and graduates over the past 30 years who hold key occupations within the community and constantly come back as alumni to share their collective knowledge and learning by donating their time and resources to share with the students.



The accomplishments of this Language Immersion School has survived, sustained and taken on a significant role in the enhancement and preservation of our languages and culture. All the accomplishments of this school can be attributed to the persistence and commitment of community members. All the accomplishments of this school have been completed without a school of their own. Kawenni:io/Gaweni:yo School is in need of a school.

CONSTRUCTION OF A SCHOOL

The Construction of a New School is needed based on Class D Cost Estimates as supplied by KL Martin and Associates/First Nations Engineering and Colleen Reid, Architect in the amount of 15 million dollars. The design brief has been completed and architectural drawings have been completed.

SUSTAINABILITY

Annual Operating and Maintenance Costs

Kawenni:io/Gaweni:yo School is now receiving an increase in funding allocations as identified through the new formula based regional funding model. This new funding formula has doubled our budget allocations. This puts the school in a position where the new funding model ensures revenues balance with operational costs.



“ ... graduates have become honest, hardworking community members who hold key positions in the Six Nations work force ...”

FINANCE AND OPERATIONS

Kawenni:io/Gaweni:yo has sound financial and operational systems in place to ensure that accurate financial information and transactions are recorded, stored and safeguarded in the best interest of the students and the school. The Board of Directors and Administration Staff adheres to General Acceptable Accounting Principles (GAAP) and generate monthly income statements, conducts periodic reviews of the operations and creates Annually Audited Financial Statements (AAFS) which are completed by a professional independent auditing firm, Meyers, Norris and Penny (MNP) to protect the integrity of the financial information and the reporting systems.

Ultimately, the community will have a new school which is imperative to the revitalization of the Haudenosaunee languages; the new school has

the ability to inspire a new generation of language learners, it will instill pride, self-esteem, confidence and facilitate the development of new educational opportunities for the local community members.

Kawenni:io/Gaweni:yo School’s mandate falls in line with the intent of the Truth and Reconciliation Commission’s findings.

“Truth and Reconciliation Residential Schools existed in Canada from the 1870’s through to the 1990’s. They were a means to educate and assimilate Indigenous people into the Euro-Canadian and Christian way of life. The schools were compulsory, and children were frequently forcibly removed from their homes and relatives to be sent to the schools. With their language, cultural, and family supports gone, the children had no supports in the schools, nor when they left. This 100+ year practice has left a scar across



our country. Lost languages, relationships, culture. Abuse and isolation. Distrust between cultures. This has been passed down through generations, to where we now uncomfortably sit. Canada cannot claim to be a home for all people, regardless of race or religion, without acknowledging and rectifying the past. Indigenous people cannot begin to heal. No Canadian can.

The Truth and Reconciliation Commission was created to formally uncover the past, no matter how uncomfortable, and to produce a plan to lead us toward reconciliation, mutual understanding, and respect. Reconciliation can mean a lot of different things to different people, but to the Commission, “reconciliation” is about establishing and maintaining a mutually respectful relationship

between Aboriginal and non-Aboriginal peoples in this country. In order for that to happen, there has to be awareness of the past, acknowledgement of the harm that has been inflicted, atonement for the causes, and action to change behaviour.”

Kawenni:io/Gaweni:yo School is committed to retaining our culture through the retention of our languages which in turn negates the effects of the generations of our people who attended Residential Schools.

The school is targeted to be 40,000 sq. ft. and cost 15 million dollars.

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





Niá:wen/Nya:wéh



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