

Teyonkwarihwayenawá:kon/Deyogwaihawá:koh

“We are all in a Relationship”



Tree of Life in Tyendinaga Mohawk Territory

“Every child is born with unique gifts and a voice that will guide their successful path to learning”
From Six Nations Community Schools 5 Year Planning Document

Six Nations District Schools



Parent Handbook

For more information: www.sixnationseducation.ca

Teyonkwarihwayenawá:kon/Deyogwaihawá:koh

We are all in a Relationship

Six Nations District Schools Parent HandBook

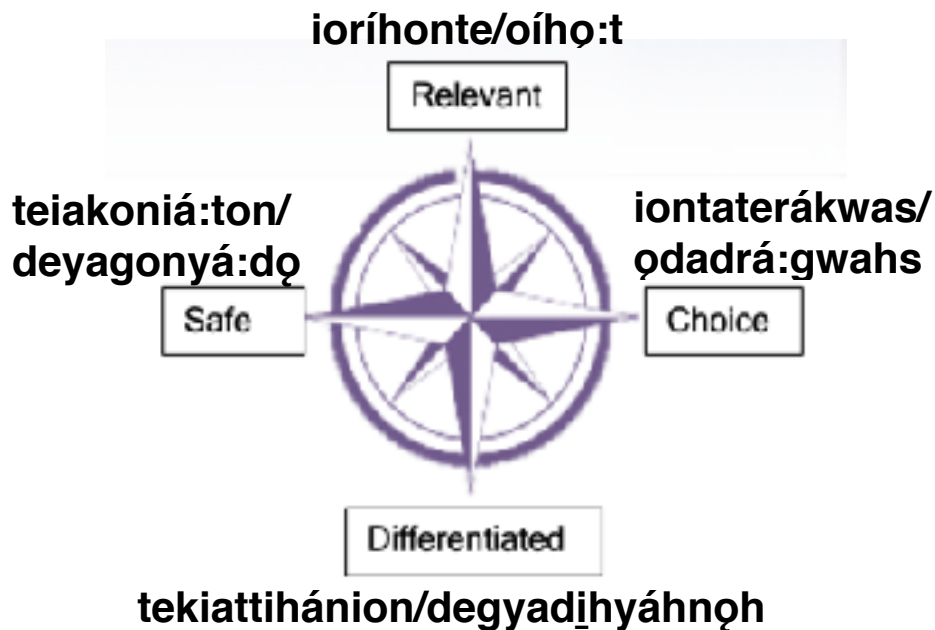
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Ka?shatsténhsera / Gasháhsdeḡhsra?

Strength, unity and working collaboratively together

“Every child is born with unique gifts and a voice that will guide their successful path to learning”



Vision for Learning: By providing a culturally **teiakoniá:ton/deyagonyá:dᑭ (Safe)**, equitable and inclusive learning environment, in partnership between home, school and the community, students will have the opportunity to participate in all aspects of their academic, social, physical and emotional growth. **ioríhonte/oíhᑭ:t (Relevant)** experienced-based learning and curriculum will be embedded into the Traditional Knowledge and Teaching Cycle. A commitment to the preservation of Rotinonhshón:ni / Hodiᑭᑭsᑭ:ni: culture and languages will nurture a strong sense of identity. Respectful interaction with the natural environment will strengthen curiosity, critical thinking, creativity, and love for learning. Learning will be **tekiattihánion/degyadihyáhnᑭ (Differentiated)** to meet the needs of each student. Well-being and self-motivation are nurtured as students connect deeply with the place they live, learn and grow. Learners are given **iontaterákwas/ᑭdadrá:ᑭwahs (Choice)** in how they explore and express new ideas. Students are valued members of the community in a lifelong pursuit of learning who contribute fully to their own lives, to the Six Nations and Tyendinaga communities, and globally for seven generations to come.¹

¹Acknowledge as adapted from Six Nations Community Schools 5 Year Planning Document

Tsi nitewaweinnó:tens / Səh nidwaweyən?ode:s

Our Ways of Life

Vision for Rotinohshión:ni / Hodiŋhsó:ni: Culture and Languages: (Longhouse builders)

Using a culturally responsive approach, Indigenous ways of knowing, and a child-centred approach to instruction, our students have the opportunity to find their voice through meaningful self-exploration. By fully integrating all curriculum areas into the Traditional Knowledge and Teaching Cycle a strong sense of identity can be developed. Curiosity and love for learning can be strengthened through interaction with the land, and a heightened sense of well-being can be achieved as students connect deeply with the place they live, learn and grow. Students are valuable members of their community as they achieve a balance of physical, emotional, intellectual, and spiritual well-being. This vision is realized through the preservation of Rotinohsyón:ni / Haudenosaunee traditional culture, languages, practices, and knowledge for future generations to come.²



Students Learning to Give Thanks Kanonwerónnion / Ganohonyóhk

After Shonkwaya'tíson/Shogway?adísqh (Creator), left the earth and returned to Sky World, Onkwehón:we/Qgwehó:weh (Original People) began to express their thankfulness for Creation. With the annual cycle established by the changing seasons and the growing of crops, the ceremonies allow us an opportunity to celebrate the gifts of creation. We Open and Close each day with the Kanonwerónnion/Ganohonyóhk as prescribed in Karihwí:io/Gaihwí:yo:.

² Acknowledge as adapted from Six Nations Community Schools 5 Year Planning Document

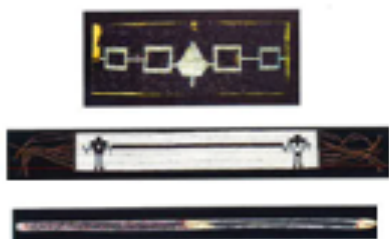
Kaʔnikonhrí:io / Gaʔnigq̄hí:yo:

Using a Good Mind and being thoughtful and respectful of others

Positive Student Behaviour

It is the policy of the Six Nations District Schools to provide and maintain a safe, caring, and inclusive environment for all students. Every student is provided with the opportunity to reach their potential in a safe and respectful environment that is grounded in **Tsi nitewaweienno:tens / Sęh nidwaweyęnʔodę:s** (our way of life). This is achieved by supporting positive behaviour in a climate of kindness, respect, acceptance and cooperation. Every member of the school community has a responsibility to help create the school environment that is **Teiakoniá:ton/Deyagonyá:dq̄h** (Safe), working toward a non-violent environment and **Tóhsa shekaré:wah̄t / Ahgwíh deyodatnóhnyak** (Do not hurt anyone) .³

| Mohawk Language | Kayuga Language | English |
|------------------------|-------------------------|--|
| Kawęnaniá:wona | Awęnshafá:q̄p | Safe/Caring words |
| Ondęwshaniá:ʔulita | Cęwshowinshá: | Use of Native language |
| Kaʔnikonhrí:yo | Gaʔnigq̄hí:yo | Good mind; meaning being thoughtful, respectful of others |
| Kananiá:kwitshera | Ganq̄kwánsraʔ | Kindness, caring and love for one another. |
| Kariá:yo | Caíhri:yo | Good words; fair mindedness |
| Kaʔshatodniá:era | Kashitodgheraʔ | Strength; in unity, working cooperatively in a clan/group |
| Sá:enon | Sę:niq̄ʔ | Peacefulness; working toward a nonviolent environment |
| Awanitá:shera | Adenidóksraʔ | Compassion; humanitarianism and promotion of human welfare |
| Kariá:kwariá:hyótshera | Odríhwagváhiyo: | Truthfulness |
| Tóhsa teontkari:wah̄te | Ahgwíh deyodatnóhnyak | Do not hurt one another; do not bully |
| Tá:ta niyoweyonkarikęe | Is:tsak niyoweyongá:q̄h | 7 span, thickness of skin, even-tempered |



These above concepts are contained in the following symbols. The Five Nations confederation Belt, the Friendship belt and the three sisters wampum.

A focus on Rotinonhshión:ni/Hodinq̄hsq̄:ni: values within the Six Nations District Schools supports a holistic and comprehensive strategy for the prevention, intervention, awareness and support of those involved in an incidence of bullying.⁴ For more information please visit “Safe and Caring Schools Policy” at <https://sixnationseducation.ca/safe-and-caring-schools-policy/>.

³Acknowledge as adapted from Safe and Caring Schools Policy

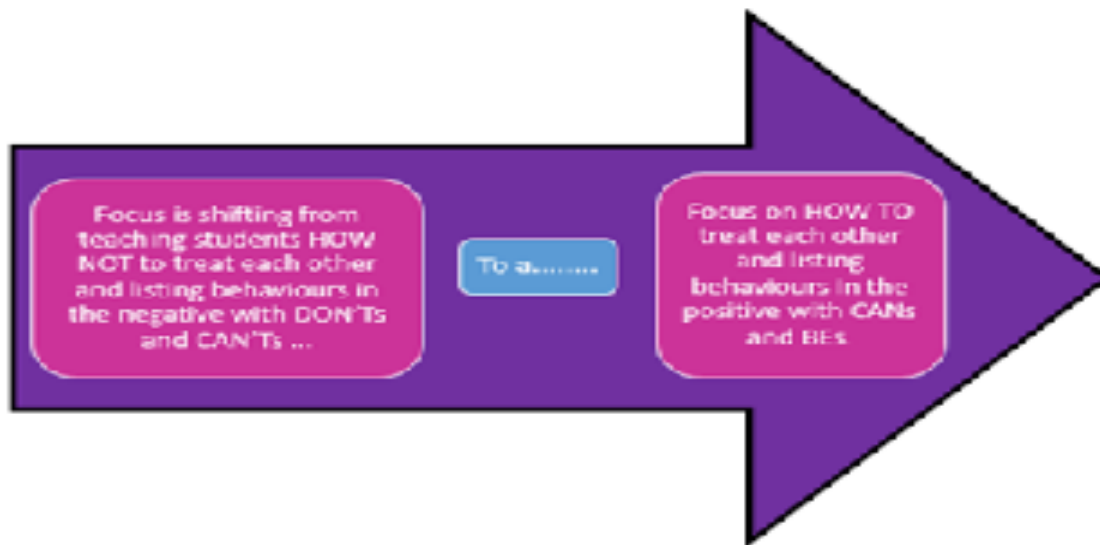
⁴ Acknowledge as adapted from Anti-bullying Protocol

Atennitenrónhtshera / Aḍenidéḡhsra?

Compassion, humanitarianism and promotion of human welfare

Creating a Positive Climate

A focus on what students **CAN BE** rather than what they **CAN'T DO** is paramount.



Creating a positive climate in the classroom, within each school, between the schools and meshed within the greater communities of Six Nations and Tyendinaga is of critical importance. Students succeed when they are in an environment where they feel safe and supported, comfortable and accepted, and surrounded by people they trust. Building positive interpersonal relationships is critical and requires **Kawennaná:wens / Awęḡhaó'dę:** (Kindness in speaking) and demonstrating **Karihwí:io / Gaihwí:yo:** (Good words and fair mindedness) in all interactions within the school community. It is the responsibility of the students, educators, parents/guardians and visitors to develop and maintain a positive climate.⁵

⁵ Acknowledge as adapted from Creating a Positive Climate Protocol

Tewateweiénhstha / Dwadewayéhsta?

We are studying

Ready to Learn

All students have a responsibility to look after their materials and belongings, to focus on their academic achievement, and to complete tasks to their best of their ability. Students have a right to learn free from distractions, harassment, and bullying. For more information please visit “*Safe and Caring Schools Policy*” at <https://sixnationseducation.ca/safe-and-caring-schools-policy/> & “*Procedure Manual for Managing Aggressive Behaviour*” at <https://sixnationseducation.ca/procedure-manual-for-managing-violent-and-aggressive-student-behaviour/>

Achievement

It is the goal of administration and educators to meet the academic, social, emotional and physical needs of all students within the Six Nations District Schools. Parent and community partnerships is vital to achieving this goal.

Curriculum

Each teacher plans their teaching programs based on the Traditional Teaching Cycle and the curriculum guidelines prepared by the Ministry of Education for Ontario for Kindergarten to Grade 8. A commitment is made to meet the needs of each student and to provide interesting, stimulating and culturally relevant learning experiences for all students.

Assessment, Evaluation and Reporting

The primary purpose of assessment, evaluation and reporting is to improve student learning. Assessment is the process of gathering information that accurately reflects how well a student is achieving the curriculum expectations in a subject. Assessment information is obtained through a variety of means, including questioning, assignments, day-to-day observations, discussions, conversations, conferences, demonstrations, projects, products, performances, and tests. Teachers will work with students to identify learning goals and criteria for determining success (rubrics and exemplars), and will provide students with feedback to guide their efforts toward improvement.

Student Evaluation

Evaluation is a natural and integral part of the learning process. A variety of assessment strategies are used to see how well the students and the teacher have accomplished the objectives of the unit. Evaluation of a student’s achievement is based on the broadest sample possible.

Report Cards

The Provincial Report Cards ensure that all of our students receive reports based on the expectations outlined in the curriculum documents and six Learning Skills. The progress reports and report cards for grades K to 8, provide clear and detailed information to each student and to parents. This information tells how well the student is achieving and progressing in school in relation to the learning and curriculum expectations.⁶

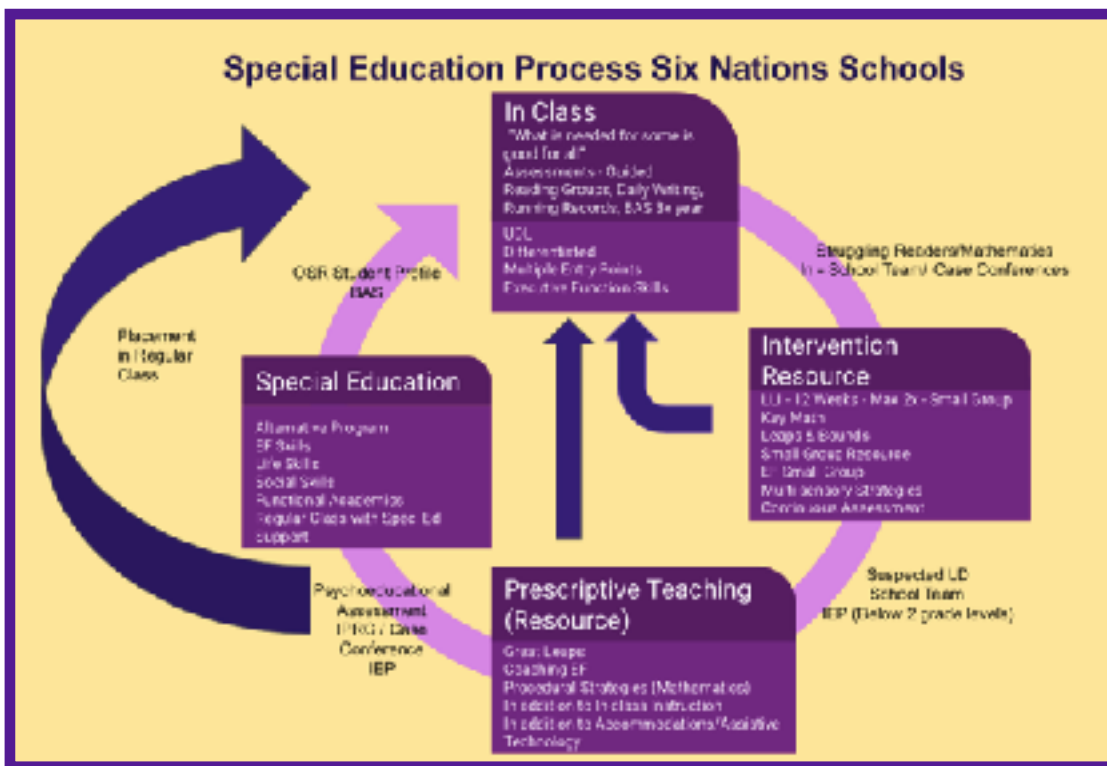
⁶ Acknowledge as adapted from Parent Handbooks from Six Nations District Schools (2020-21)

Kawennaná:wens / Awęᅇᅇhaó?dę:

Soft and Caring Words

Special Education Process for Six Nations Schools

Students may require additional supports in their education needs and a team will be created on a needs basis. The team is an important resource for staff and parents. Membership is made up of the classroom teacher, principal or vice principal, and the parent. We may also consult with the School Nurse, Speech and Language Pathologist, ECD Counsellor, and other support agencies. Members will meet to review the progress of your child. The team may recommend further testing, a medical examination, minor program changes, changes in seating or room arrangements, identify helpful materials, more individual assistance or may seek the assistance of the District Identification, Placement and Review Committee (I.P.R.C.). Students are generally referred to the team by a teacher, however parents may also request that a child’s progress be discussed by the team by contacting the child’s teacher or Principal. Teachers will complete an **Individual Education Plan (IEP)** for those students who receive extra resource assistance from the Resource Teacher and for students who require learning accommodations or modifications. These plans will be shared with parents.⁷



***For more information please visit “Special Education Programming and Services” at <https://sixnationseducation.ca/model-for-addressing-special-education-needs-2/>.

***Please refer to District Calendar for IEP reporting dates

⁷ Acknowledge as adapted from Six Nations Community Schools 5 Year Planning Document

Iohahiió:ke/Ohahiyó:geh

On A Good Path

Safe Schools

Please keep your child's school up-to-date on current information regarding your child. Emergencies and incidents may occur while your child is in our care and it is very important to be able to contact parents, guardians, or emergency contacts quickly. For more information please visit “Safe and Caring Schools Policy” at <https://sixnationseducation.ca/safe-and-caring-schools-policy/>.

Kindergarten and Student Registration

Please visit www.sixnationseducation.ca for registration details.

Out of Bounds Policy

For more details please visit <https://sixnationseducation.ca/sn-gr-jk-8-out-of-boundary-application/>

Special Health Conditions

Please indicate on the Student Registration Form at the beginning of the school year or when such a condition arises of any special conditions including but not limited to: vision, hearing, diabetes, allergies, epilepsy, rheumatic fever, recent or upcoming surgery, medication, or anything that might limit your child’s ability to learn at school. All forms can be downloaded from www.sixnationseducation.ca under Protocols tab. If required a Safety Plan will be created in collaboration with parents to create the safest environment possible.

In cases of student illness or accident, the School will notify the parent/guardian and arrange for the care and welfare of the student with the parent/guardians consent. In cases where your child is involved in an accident, every effort will be made to contact you immediately at home, work or the emergency number you have provided to the school. The school will call Six Nation’s First Response if deemed necessary and a staff member will accompany your child until your arrival. Please note that several members of our school staff are certified with First Aid and CPR training.

Medication

Students may be administered medication by the Principal/Vice-Principal during school hours only under the direction of a medical doctor. The following forms; Concussions, Diabetes, Epilepsy, Student Asthma and Anaphylaxis Plan of Care can be downloaded from www.sixnationseducation.ca under the Protocols tab. **Please Note:** Epi-pens for food/bee sting allergies and inhalers for asthma should be with your child at all times as well as having an extra one at the office in case of emergency.

Pediculosis Capitus (Head Lice)

We ask that parents make periodic head checks at home and if identified should be treated before they return to school. For additional information please contact the Public Health Department at 519 445-2672.

School Dental Program

The School Dental Program allows students from grade one to grade eight to be transported from the school to the dental office to access the services of the dentist and hygienist. Permission forms are sent home during the first week of school.⁸

⁸Acknowledge as adapted from Parent Handbooks from Six Nations District Schools (2020-2021)

Iohahiió:ke/Ohahiyó:geh

On A Good Path

Bussing

Your child has a right to travel in safety during their bus trips to and from school and while on field trips. The bus company makes every effort to insure that the buses are in the best operating condition. The safety equipment is clearly marked and the drivers are required to have special licenses to drive school buses.

Cancellation of School or Delay of Buses

The decision to cancel school, cancel the buses, or delay the buses will be made by the Principal in Charge and/or by the Director of Education. All information will be broadcast on radio stations CKRZ (100.3 FM), JUKASA (93.5 FM), and CKPC (1380 AM and 92.1 FM) by approximately 7:00 a.m. with periodic announcements to follow.

School Closures / Snow days

In the event of severe inclement weather or mechanical breakdown, school may be closed or the starting time delayed. The same conditions may also necessitate an early dismissal. School closing, delayed starting time or early dismissal of students will be announced over the community radio station, CKRZ (100.3 FM) and CKPC (1380 AM or 92.1 FM). Morning radio reports can be heard between 7:00 a.m. and 9:00 a.m. If the school is closed, classes will not be held and students do not report to school. If busses are cancelled, classes are cancelled for students. In the event of early closing, your child will NOT be sent on the bus if the school is unable to contact you or the emergency contact. Parent notification will be made in a timely manner. Please notify the school of any changes to your emergency plan instructions.

Visitors

We care deeply for the safety of students and staff and for this reason a security system is in place. The school has a security system that requires all visitors to alert the office of their arrival. The calling device and security camera are located at the main entrance. Once the visitor has been identified, the front doors will be unlocked remotely to allow access to the school. For the safety of all students all parents and visitors are to report to the office and sign in upon arrival. The office staff or administration will be happy to assist you with your inquiries and will direct you to the appropriate staff member for further assistance. This procedure applies when any students are to be taken for various appointments during school hours.

Volunteers

There are many ways in which parents and other community members may become involved within the school. We are pleased with the many community partnerships that have already been established within our school communities. If you can volunteer some time at the school, please let us know when you are available and how you would be able to assist. If you would like to join this group of dedicated individuals, please contact any of the school staff members. A Vulnerable Sector Police Check is now required for all volunteers, please contact the school to request a Vulnerable Sector letter that is required for submission to the Six Nations Police.⁹

⁹ Acknowledge as adapted from Parent Handbooks from Six Nations District Schools (2020-21)

Tsi ní:ioht enhsheswa?néten ne sheién:ʔah/ Səh ní:yoht ɛhseswʔané:dəʔ shehá:wahk

How to Support Your Child

Attendance

Learning is a progressive activity and within the classroom students gain insight on their learning through class instruction and discussions and along with collaborative activities in which students work in groups to share knowledge and problem solve solutions. Regular student participation plays a significant role in your student's school success and in establishing friendships. For the best possible opportunity for your child to learn they should be in attendance daily. When your child is absent from their classroom, not only does the child miss out on learning, experiences of the day, and the friendships of classmates your child's voice is missing and cannot be heard and valued.¹⁰

Parents are asked to call the school before 9:00 a.m. if your child will be absent. After that time, as part of the *Six Nations Schools Safe Arrivals Policy*, the school will call your home to see why your child is absent. For further details please visit <https://sixnationseducation.ca/attendance-protocol-for-six-nations-federal-schools/>

Longhouse Ceremonies

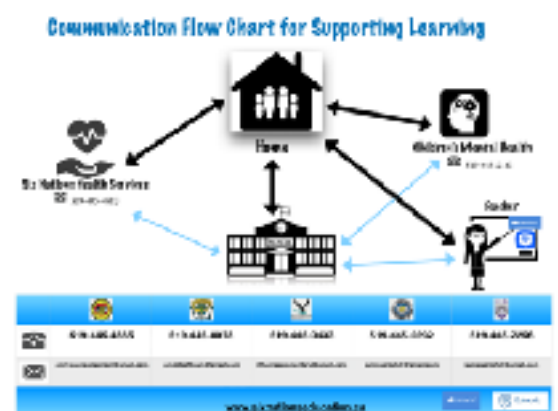
Please inform the school if your child will be regularly attending Longhouse Ceremonies. Your child will not be marked absent from school for those days. We encourage pre-planning.

Home and School Committee's

A strong and dedicated Home and School organization is essential to the operation of any school. We look forward to the support of all parents and families in class activities and school functions. Fund raising is a major role of the Home and School and we appreciate the support of all parents and community members in these endeavours.

Some things that you as parents/guardians can do to help your child:

1. Take an interest in your children's studies by encouraging them to share with you what they are learning.
2. Call your child's teacher or someone else at the school if you have a concern, question or suggestion.
3. Encourage your children to read by reading with them.
4. Label clothing, personal school supplies, back packs, lunch containers, etc., - anything that your child brings to school.
5. Inform the school clerk if there are any changes of address, home or emergency telephone numbers, medical/health status or other information that we have in our files.¹¹



¹⁰ Acknowledge as adapted from Six Nations of the Grand River Federal Schools: Attendance Protocol

¹¹ Acknowledge as adapted from Six Nations Community Schools 5 Year Planning Document

Additional Resources

| | |
|---|----------------|
| Six Nations Health Services | 519-445-2418 |
| Animal Control Program | 519-445-4818 |
| Child and Family Youth Team | 519-445-4983 |
| Occupational Therapy, Speech Language Therapy, Case Management, Dietitian Counselling (youth 2-18yrs), Social Worker - Counselor, Jordan's Principle Navigator | |
| Diabetes Wellness Program | 519-445-2226 |
| Dental Services | 519-445-2221 |
| Early Childhood Development | 519-445-0339 |
| School Nurse Program, ECD/FASD Workers | |
| Family Health Team | 519-445-4019 |
| Gane Yohs Health Centre | |
| Medical Clinic | 519-445-2251 |
| Public Health | 519-445-2672 |
| Health Promotions & Nutrition Services | 519-445-2809 |
| Dietitian Counselling, Adult, Post/Prenatal, infant 0-2yrs Excercise Prescription, Falls Prevention & Education Program, Community Health Focused Programs, Community Educators | |
| Healthy Babies/Healthy Children | 519-445-4922 |
| Family Home Visitors | |
| Home and Community Care..... | 519-445-0077 |
| Adult Day Centre, Community Support Services, Case Management, Jay Silverheels Complex, Personal Support Services, Health Advocacy | |
| Iroquois Lodge | 519-445-2224 |
| Maternal & Child Centre (Birthing Centre) | 519-445-4922 |
| Aboriginal Midwives, Breastfeeding Coordinator | |
| Medical Transortation | 519-445-0410 |
| Mental Health & Addictions Team | 519-445-2143 |
| Case Management, Early Psychosis Intervention, Psychiatric Consultation, Release from Custody, Supportive Housing, Addictions Counselling, Additions Outreach Worker | |
| Paramedic Services | 519-445-4000 |
| Therapy Services | 519-445-4779 |
| Occupational Therapy, Physiotherapist, Speech Language Pathologist | |
| Traditional Medicine Program | 226-227-9990 |
| Kid Help Phone | 1-800-668-6868 |
| Ogwadeni:deo | 519-4451864 |
| Six Nations Police | 519-4452811 |
| Six Nations Fire Department | 519-4454054 |