

Jamieson / J.C. Hill Elementary School



Six Nations and Tyendinaga Federal Schools Ontario Region
Education Office
J.C. Hill School
1772 4th Line, Ohsweken, ON
N0A1M0
Phone: 519.445.1776
Education Director: Travis Anderson
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Parent Handbook
2026 - 2027

We are all Learning Together

Deyqgwaihwawa:kqh /
Teyonkwarihwayenawa:kon

Jamieson Elementary School
1613 Chiefswood Rd, Ohsweken, ON
N0A1M0
Phone: 519.445.2232

J.C. Hill School
1772 4th Line, Ohsweken, ON
N0A1M0
Phone: 519.445.2256

District Website: www.ontariofederalschools.ca

Opening Address

1. Da: ne: ɛdwa:tro:wi⁷ nigeɣyo⁷hgo⁷dɛ: ɛswadah⁷o⁷si:yohs gaihwa⁷ɛdahgoh awa:dɔ⁷ Ne:hɛdwaihwagye⁷hɛ:to⁷ shogwayadihs⁷oh shogwa:wi Ganohonyohk

2. Da: ne: ɛdwa:tro:wi⁷ Ohwejade⁷ dwano:ha⁷ dedwanoh⁷ohkwa⁷ dɛyetinoh⁷onyo⁷: ne togyɛ: neyohdoh⁷:k ɔgwa⁷nigoha⁷.

3. Da: ne: ɛdwa:tro:wi⁷ Ha⁷deyowɛnoghra:ge: ne:toh gaɔ:nyo⁷ onohgwatra⁷ haɔ:nyahn⁷ dɛdwano⁷hɔ:nyo⁷ ne togyɛ: neyohdoh⁷:k ɔgwa⁷nigoha⁷.

4. Da: ne: ɛdwa:tro:wi⁷ Wahyaniyo:ta⁷ ne⁷ gye: gowadigowanɛh ne⁷ jihso:dahk dɛdwano⁷hɔ:nyo⁷ ne togyɛ: neyohdoh⁷:k ɔgwa⁷nigoha⁷.

5. Da: ne: ɛdwa:tro:wi⁷ Odehadɔ:ni: ne⁷ gye: gowadigowanɛh ne⁷ ohwahda⁷ dɛdwano⁷hɔ:nyo⁷ ne togyɛ: neyohdoh⁷:k ɔgwa⁷nigoha⁷.

6. Da: ne: ɛdwa:tro:wi⁷ Gadi:nyo⁷ ne⁷ gye: gowadigowanɛh ne⁷ dewahohde:s dɛdwano⁷hɔ:nyo⁷ ne togyɛ: neyohdoh⁷:k ɔgwa⁷nigoha⁷.

7. Da: ne: ɛdwa:tro:wi⁷ Ohnegano⁷hs ne: eyonhehgoh⁷:k shɛh ohwejade⁷ dɛdwano⁷hɔ:nyo⁷ ne togyɛ: neyohdoh⁷:k ɔgwa⁷nigoha⁷.

8. Da: ne: ɛdwa:tro:wi⁷ Gyonhehgoh ne⁷ gye: ɔgyohwihsraniyo⁷hso⁷doh ne⁷ sgɛ:nɔ⁷ dwɛnohdonyoh dɛdwano⁷hɔ:nyo⁷ ne togyɛ: neyohdoh⁷:k ɔgwa⁷nigoha⁷.

9. Da: ne: ɛdwa:tro:wi⁷ Deyowa:wɛnye: ne⁷ gye:ne⁷ sgɛnɔ⁷:oh nigyo:yɛ: deyowa:wɛnye: dɛdwano⁷hɔ:nyo⁷ ne togyɛ: neyohdoh⁷:k ɔgwa⁷nigoha⁷.

10. Da: ne: ɛdwa:tro:wi⁷ Hadiwɛnodagye⁷s etihso:t deyetinoh⁷ohkwa⁷ dɛyetinoh⁷onyo⁷: ne togyɛ: neyohdoh⁷:k ɔgwa⁷nigoha⁷.

11. Da: ne: ɛdwa:tro:wi⁷ ɛdehka: ga:gwa:gye⁷s shedwaji⁷ah deshewanoh⁷ohkwa dɛshedwanoh⁷onyo⁷: ne togyɛ: neyohdoh⁷:k ɔgwa⁷nigoha⁷.

12. Da: ne: ɛdwa:tro:wi⁷ Sohehka⁷ ɛhni⁷da:gye⁷s etihso:t deyetinoh⁷ohkwa⁷ dɛyetinoh⁷onyo⁷: ne togyɛ: neyohdoh⁷:k ɔgwa⁷nigoha⁷.

13. Da: ne: ɛdwa:tro:wi⁷ Ojihso⁷dahsiha: ne: hɛ⁷ ne: etihso:t deyetinoh⁷ohkwa⁷ dɛyetinoh⁷onyo⁷: ne togyɛ: neyohdoh⁷:k ɔgwa⁷nigoha⁷.

14. Da: ne: ɛdwa:tro:wi⁷ Gei: Niyogweda:ge: hadiohya⁷gehɔ:nɔ⁷ dɛyetinoh⁷onyo⁷: ne togyɛ: neyohdoh⁷:k ɔgwa⁷nigoha⁷.

15. Da: ne: ɛdwa:tro:wi⁷ shedwagowa:nɛh Sganyadai:yo⁷ dɛshedwanoh⁷onyo⁷: ne togyɛ: neyohdoh⁷:k ɔgwa⁷nigoha⁷.

16. Da: ne: ɛdwa:tro:wi⁷ Shogwayadihs⁷oh dɛshedwanoh⁷onyo⁷: ne togyɛ: neyohdoh⁷:k ɔgwa⁷nigoha⁷.

Da:netoh nagahtgwe:nih I⁷ geh agayahgedahk Ganohonyohk.

Da:togyɛ: neyohdoh⁷:k ɔgwa⁷nigoha⁷.

Opening Address done by Mr. McLeod



CLOSING ADDRESS

Nya:wɛh Shogwayadihsoh

Thank You Creator

Nya:wɛh sgɛ:nɔ sawɛnnihsrokdɛ

Thank you that we have peacefully concluded this day

Aya:wɛh agaihiwiyohá:k onɛh hɛdwa:yó

I hope there will be good tidings when we all will go home

Netogyɛ: niyohtɔ:k ɔgwa⁷nigoha⁷

Let it be this way in our mind

Nya:weh Shogwayadihsoh

Thank You Creator

Da:nétoh

That is all.



Closing Address done
by Mr. McLeod



Notes



Message from Principal: Mrs. C. Browatzke and Vice Principal: Mr. Restoule General

Shekon - Sge:ng?

Welcome to another exciting year of educational learning experiences for our students at Jamieson and J.C. Hill Schools. We strive to offer our students a robust academic learning environment that supports their interests and reinforces their cultural identity. Our school year is full of learning opportunities that provide students with experiences that speak to their entire well-being, encouraging them to learn new skills and concepts in a safe and supportive setting. We thank you in advance for your efforts to support regular attendance and punctuality, as we know how important daily practice and learning at school is for life-long prosperity and success. We welcome your continued communication with our classroom teachers and are proud of the very dedicated, caring and kind staff members who support all our learners. Every day is a fresh start to learn something new, practice and review the skills and knowledge we've acquired, and make deeper and stronger relationships with our friends in our community. We are honoured to fulfill our role as educators and helping to strengthen this generation of Rotinoshonni: youth for the overall health and success of our community. Please join us in celebrating our accomplishments throughout this upcoming school year.

Message from the Director of Federal Schools

Shekon Students, Parents and Families,

I would like to take this opportunity to wish you a warm welcome back. The start of the school year is filled with excitement for new opportunities, new friendships, and new learning. As we begin another academic year, I am filled with pride and gratitude for the dedication the federal school staff do in nurturing and guiding our youth.

I am pleased to announce that we are continuing the Parent Handbook, which is an invaluable resource guide, and is designed to support you in your vital role as a parent. In this Parent Handbook you will find calendars, sporting events, links to our Traditional Knowledge Teaching Cycle and many more resources to support student learning at home. We have also included QR Codes to utilize technology to create new learning opportunities and to preserve the languages within the community. The Parent Handbook represents the important strides we are making as an education community, continually advancing, and improving our processes to better support families. We are updating the federal school's website and will be sharing our School Improvement Plans and Annual reports on the website to support the communication and transparency of the programs we are undertaking in the schools.

Our work extends beyond teaching curriculum; it is about inspiring students to become confident, capable leaders within our community. Guided by our Multi-Year Plan, School Improvement Plans, District Compass, and continuing with our Honouring Our Students' Voices Survey which will include students in grades 4 to 8, we will continue working together toward meaningful growth and success for all learners.

As educators, we are entrusted by the community to lead with compassion, integrity, and commitment. By meeting each day with Ka'nikohri:yo /Ga'nigohi"yo (a good mind) and Kanonronhkwa:tshera/Gano:kwahsra (kindness and caring), our children have the opportunity to embrace their learning. Every child in our care is a gift from the Creator, carrying unique strengths, talents, and potential. Our responsibility is to nurture those gifts while fostering environments where students feel safe, respected, valued, and connected to their identities and culture.

Nya:wen

Travis Anderson



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History of Jamieson Elementary School

Jamieson School was built in 1977 and replaced No. 2 School. Prior to Jamieson School being opened in 1977, children from the Village of Ohsweken attended No. 2 school or went to school in the community dining hall or at the Residential School in Brantford known as the Mohawk Institute. Jamieson School’s library is in the centre of the school, is easily accessible from both small wings of the school and is a focal point of the school.

The School is named for the three Jamieson sisters, Julia, Nora and Mary and their brother Andrew. They were all highly respected school teachers on Six Nations of the Grand River for many years dating back as early as 1939. Mary was a nurse before becoming a teacher and Julia taught the Mohawk Language to adults in the 1950s.



History of J.C. Hill School

J.C. Hill Elementary is named after Dr. Joseph C. Hill, born June 16, 1915 at Six Nations. Dr. Hill was a teacher and an influential educator in the schools at Six Nations of the Grand River during the 1940’s, 50’s, and 60’s.

The school was named in honour of Dr. Joseph C. Hill in 1965. The first grade 8 class started in a smaller version of the building in 1962. The next year, both grade 7 & 8 students attended there. The school was known as “new” Central School and additions were made to the building over the years to accommodate an education office, as well as, all the Grade 7 & 8 students in the Six Nations of the Grand River Territory. During this time, J.C. Hill School afforded the opportunity for all the children in grades 7 & 8 on the territory to meet, socialize and learn together in a central location. Grade 7 & 8 students residing outside the village were given the choice of attending J.C. Hill or remaining at their home school beginning in the late 80s.



Notes



you ARE
BRAVER
 THAN YOU BELIEVE
STRONGER
 THAN YOU SEEM
SMARTER
 THAN YOU THINK
AND LOVED 
 MORE THAN YOU KNOW

Directory

Six Nations Schools

Six Nations Education Office

519-445-1776 * J.C. Hill 1772 4th Line

Emily C. General Elementary School

519-445-4665 * 1575 Onondaga Rd

I.L. Thomas Odadrihonyanita Elementary School

519-445-0433 * 2120 Cayuga Rd

Jamieson Elementary School

519-445-2232 * 1613 Chiefswood Rd

J.C. Hill School

519-445-2256 * 1772 4th Line

Oliver M. Smith Kawenni:io Elementary School

519-445-0078 * 1208 3rd Line

Grand Erie District Schools

Brantford Collegiate Institute and Vocational

519-759-3210 * 120 Brant Avenue, Brantford

Cayuga Secondary School

905-772-3301 * 70 Highway 54, Cayuga

Hagersville Secondary School

905-768-3318 * 70 Parkview Rd, Hagersville

McKinnon Park Secondary School

905-765-4466 * 91 Haddington St. Caledonia

Pauline Johnson Collegiate & Vocational School

519-756-1320 * 627 Colborne East Brantford

Six Nations Polytechnic Secondary School

(226) 493-1234 * 411 Elgin St, Brantford

Brant Haldimand Norfolk Catholic District School Board

Assumption College School

(519) 751-2030 * 257 Shellard Ln, Brantford

Crisis Supports

KIDS Help Line

Call 24/7 - 1-800-668-6868

Text CONNECT to 686868

Online Chat kidshelpphone.ca

Six Nations Crisis Hub

226-446-9902 * 1546 Chiefswood Road

Monday-Friday 8am-11pm. Walk in

Six Nations Crisis Line

Call 24/7: 1-866-445-2204 or

519-445-2204 Text 226-777-8480

Ganohkwasra Family Assault Support

Services 519-445-4324 Call 24/7

Ohsweken Public Health

519-445-2672 (8:30am – 4:30pm)

Six Nations Departments

Central Administration

519-445-2201 * 1695 Chiefswood Rd.

Fire & Emergency Services

519-445-4054 * 17 Veterans Lane

Health Services

519-445-2418 * 1745 Chiefswood Rd

Housing

519-445-2235 * 67 Bicentennial Trail

Lands and Membership

519-445-4613 * 67 Bicentennial Trail

Parks and Recreation

519-445-4311 * 1738 Fourth Line

Public Works

519-445-4242 * 1953 Fourth Line

Social Services

519-445-0232 * 15 Sunrise Court

Six Nations District Calendar

2026-2027

AUGUST						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

SEPTEMBER						
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OCTOBER						
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NOVEMBER						
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29	30					

DECEMBER						
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27	28	29	30	31		

JANUARY						
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31						

FEBRUARY						
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28						

MARCH						
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APRIL						
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MAY						
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23	24	25	26	27	28	29
30	31					

JUNE						
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JULY						
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						2
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11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

Travis Anderson
Director of Federal Schools

First and Last Day of School	
First Day for Students	Tuesday, September 8, 2026
Last Day for Students	Tuesday, June 29, 2027

School and Statutory Holidays	
Board Holiday	Friday, September 4, 2026
Labor Day	Monday, September 7, 2026
Truth & Reconciliation Day	Wednesday, September 30, 2026
Thanksgiving Day	Monday October 12, 2026
Christmas Break	Dec. 21, 2026 to Jan. 1, 2027
Mid-Winter Break (MWB)	TBD 5-Days
Family Day	Monday, February 15, 2027
March Break	Monday, March 15 to 19, 2027
Good Friday	Friday, March 26 2027
Easter Monday	Monday, March 29, 2027
Victoria Day	Monday, May 24, 2027
National Indigenous People's Day	Monday, June 21, 2027

Progress and Report Cards / IEP's	
Term 1 - IEP's go home	Thursday, October 22, 2026
Progress Reports go home	Wednesday, November 4, 2026
Parent Teacher Interviews	Thurs. Nov 5, 2026 (4pm - 7pm)
Parent Teacher Interviews	Fri. Nov 6, 2026 (8:30am - 12pm)
Term 1 Report Cards go home	Friday, February 12, 2027
Term 2 IEP's go home	Tuesday, March 30, 2027
Term 2 Report Cards go home	Monday, June 28, 2027

Professional Development Days	
Wednesday, September 2, 2026	PD Day
Thursday, September 3, 2026	PD Day
Friday, September 11, 2026	PD Day
Friday, November 6, 2026	PD Day
Friday, January 22, 2027	PD Day
Friday, April 30, 2027	PD Day
Friday, June 4, 2027	PD Day
Wednesday, June 30, 2027	PD Day



First Day/Last Day for Students
Board and Statutory Holidays
Professional Development Days (PD)
Progress/Report Cards Go Home

Sandra Wong
Sandra Wong
President of Local UU128 P.S.A.C.

Date: April 23, 2026



Ontario Federal Schools

Strategic Planning Priorities 2026-2027

Literacy Priority: Enhance overall student proficiency in reading and writing across all grade levels.

Literacy

Targets:

- Increase the percentage of students achieving at Grade Level on Acadience assessments by 5%.
- Increase the overall growth of student achievement in writing by 10% on EQAO assessments.
- Implement and monitor system wide "Look Fors" to strengthen reading and writing instruction.

Numeracy Priority: Enhance overall student proficiency in mathematics across all grade levels.

Numeracy

Targets:

- Increase proficiency in number operations through automaticity with basic facts and computational strategies.
- Increase the overall growth of student achievement in mathematics by 10% on EQAO assessments.
- Implement and monitor system wide "Look Fors" to strengthen mathematics instruction.

Language and Culture Priority: Promote a strong sense of Haudenosaunee identity through language and culturally grounded teaching practices.

Language & Culture

Targets:

- Increase the integration and visibility of Haudenosaunee traditional values within daily learning experiences in every classroom.
- Strengthen the shared learning and growth of the Mohawk/Cayuga Languages across the district by creating opportunities for students, staff, and families to hear, see, read, and practice the language together.
- Strengthen the integration of the Traditional Knowledge Teaching Cycle throughout all curriculum content areas across all grade levels.

Belonging and Well-Being Priority: Build a culture of well-being and belonging to support the needs of each learner

Belonging & Well-being

Targets:

- Increase average daily student attendance rates by 5% across all grades.
- Establish and sustain GaqdeWAYesta' geihwadoGEHSTA' / Yonteweyénhstha YeriHWatokénhstha (Student Council) groups at each school to strengthen student voice and engagement.
- Administer and analyze School Climate Survey data for Grades 4-8 to inform school and system-level improvement planning.

Thursday Cayuga – Gei:hadq't Mohawk – Kaierihaton	Friday Cayuga – Hwihs hadq't Mohawk – Wiskhaton	Saturday Cayuga – Nakdoháehs Mohawk – Tsi lenaktóhahes	Traditional Knowledge Teaching Cycle
3 AM - Primary Lacrosse (1-3) PM - Intermediate Lacrosse (7-8) Alternate Day	4 PD Day – NO SCHOOL Kindergarten Orientation	5	- Strawberries Speeches and Stories - Thanksgiving Address Ganohonyohk/Ohén:ton Karihwatéhkwén Connections - Summer Solstice - National Indigenous Peoples Day - Tom Longboat Run - Jay Treaty Border Crossing (July) Land Base Learning Opportunities - Making and playing dingball - Lacrosse - Pick berries
10 Jr (Grades 4-6) Co-ed Lacrosse Alternate Day	11	12	Cultural Activities - Creator's Game - Social - Harvesting strawberries - Making jam/canning Curriculum Focus - Traditional Values - The Story of the Peacemaker Continued - Thanksgiving Address: Focus on Strawberries - Creator's Game - Strawberries Historical Figure - Tom Longboat - Deskaheh - Clinton Rickard (Indian Defence League of America)
17 Jamieson Awards 9:30 – 10:30	18	19	Turtle Info. 
24	25	26	Wampum - Tuscarora Belt 

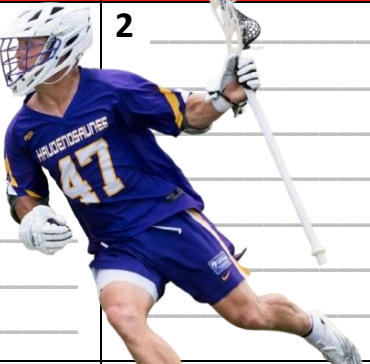
Ganq:kwáhsra' Kanonronhkwá:tsher

Cayuga

Mohawk

Kindness, caring for others
or offering empathy.

Kindness and Caring

Sunday Cayuga - Awędadógghdoh Mohawk - lawentatokénhti	Monday Cayuga - Awędedádá'gh Mohawk - lawentátá:'on	Tuesday Cayuga - Dekni:hado't Mohawk - Tekenihaton	Wednesday Cayuga - Ahséh hado't Mohawk - Ahsénhaton
 <i>Cycle of Ceremonies:</i> Gotedihsá'nho:nhó – Finish Planting Ceremony: is done to ask that plants continue to grow another season. Adahyáo:hó:gye' Fruit Gathering (Strawberries): is done to give thanks for ripening of the strawberries again.		1 AM - Primary Lacrosse (Grades 1-3) PM - Intermediate Lacrosse (Grades 7-8) @ SN Sports Fields Blue Track 	2
6	7	8 Jr (Grades 4-6) Co-ed Lacrosse @ SN Sports Fields Blue Track	9
13	14	15 Home and School Meeting	16
20 Há'nih / Rake'níha Father's Day 	21 Indigenous People's Day First Day of Summer Gęnhéhneh / Akehnha'kè:ne Cayuga Mohawk NO SCHOOL	22	23 Grade 8 Graduation More info to Follow
27	28 Report Cards Go Home	29 Last Day for Students	30 P.D. Day Last day for Staff
		 Have a Wonderful Summer!	

Rights and Responsibilities

Parents have the Right:

- To be informed of and involved with their child's progress
- To be notified of discipline problems in a timely manner
- To be informed of illness or accidents that occur at school
- To have a safe, positive school environment

Parents have the Responsibility:

- To ensure that their child is well rested, has proper nutrition, and comes prepared to learn
- To encourage and assist their child to be punctual and to have good attendance
- To ensure a mutually respectful partnership by being supportive of school goals
- To keep the school staff informed of any factors that may affect their child's learning or behaviour
- To support and monitor the completion of homework and assignments
- To reinforce cooperative disciplinary action upon notification of behavior problems
- To keep the school informed of any changes in phone numbers, emergency contacts, or transportation arrangements
- To ensure that only participants are present at school related sporting events
- To supervise their children at school-related events except when under teacher supervision

Staff of Jamieson and J.C. Hill Schools have the right:

- To be treated with respect and supported by all members of the school community
- To expect the cooperation of students and parents in the educational process
- To work in a safe environment
- To be informed of a situation which may affect a child's behavior
- To have students comply with reasonable requests

Staff of Jamieson and J.C. Hill Schools have the responsibility:

- To encourage student and parent participation with honest two-way communication
- To provide a safe, positive, caring, and supportive environment
- To communicate and treat students in a respectful, fair, and consistent manner
- To provide the best educational programs for students
- To respect the confidentiality of the school environment
- To regularly communicate with parents regarding each child's academic success and social behaviours
- To assist students to learn & practice problem solving, decision-making & conflict resolution strategies

School Schedule

- 8:35** **School Begins with the Opening Address:** Jamieson School in circle at back of the school; J.C. Hill School in their classrooms
- 8:45-9:35 Period 1
- 9:35-10:25 Period 2
- 10:25-11:05** **Recess/Nutrition – Jamieson**
Nutrition/Recess – J.C. Hill
- 11:05-11:55 Period 3
- 11:55-12:45 Period 4
- 12:45-1:25** **Recess/Nutrition – Jamieson**
Nutrition/Recess – J.C. Hill
- 1:25-2:15 Period 5
- 2:15-3:05 Period 6
- 3:05** **Dismissal** - Buses load at J.C. Hill and then pick up at Jamieson



School Operational Policies

Achievement

It is the goal of the Administration and staff to meet the academic, social, emotional and physical needs of all students at Jamieson / J.C. Hill. Students who are not at a grade level or who need extra assistance in certain skill areas may receive support from the Teaching Assistant who works closely with the homeroom teacher.

Curriculum

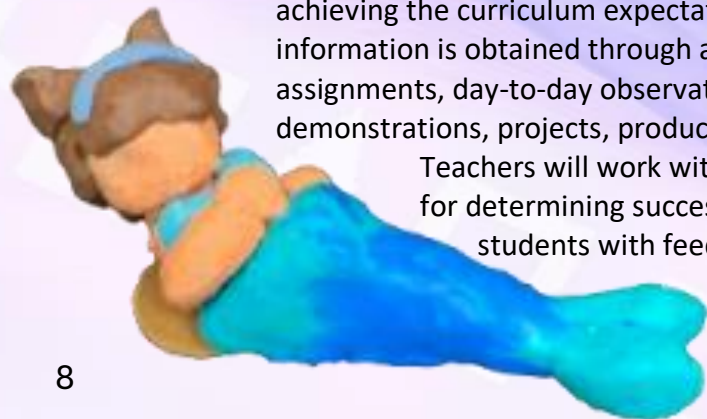
Each teacher plans his/her teaching programs to follow the curriculum guidelines prepared by the Ministry of Education for Ontario for Kindergarten to Grade 8. A real effort is made to meet the needs of each student and to provide interesting, stimulating and culturally relevant learning experiences for all students. This often includes out-of-classroom activities which are meant to help students extend their own learning, while experiencing new situations. All curriculum documents are online at the Ministry of Education website. Long range teaching plans and classroom timetables are available upon request from your child's teacher.

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 or course. 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 examples), and will provide students with feedback to guide their efforts toward improvement.



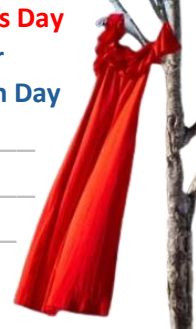
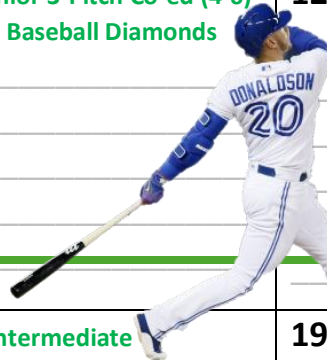
Thursday Cayuga – Gei:hadq't Mohawk – Kaierihaton	Friday Cayuga – Hwihs hadq't Mohawk – Wiskhaton	Saturday Cayuga – Nakdoháehs Mohawk – Tsi lenaktóhares	Traditional Knowledge Teaching Cycle
<i>Cycle of Ceremonies:</i> Edehka: Sohehka: Eti'nigghó:wih – Sun & Moon: are honoured and entertained to give thanks and entertain their minds, also ask them to remain firm at their duties. Tadihnəhaq:gwetraq:' – Seed / Planting ceremony: is done to honour the planting season and ask our life supporters for a good, bountiful harvest.			1 - Planting Speeches and Stories - Thanksgiving Address Ganoḥonyohk / Ohén:ton Karihwatéhkwén - Three Sisters Story Connections - Bread and Cheese Day - Missing and Murdered Indigenous Women Awareness Day - Weaving baskets Land Base Learning Opportunities - Plant gardens - Companion planting - Planting bee - Butterfly garden - Examining life cycles of various plants and animals - Search for strawberry blossoms Cultural Activities - Planting - Moon phases - Three Sisters gardens Curriculum Focus - Traditional Values - Peacemaker Story Continued - Thanksgiving Address: Focus on Three Sisters - Plants - Planting - Life Cycles Historical Figures - Emily C. General - Oliver M. Smith - IL Thomas - JC Hill - Julia, Nora, Mary, and Andrew Jamieson Wampum - George Washington Belt
6	7 School Lunch Crew Hero Day	8	
13 Junior 3-Pitch Co-ed (4-8) Alternate Day	14	15	
20 Intermediate 3-Pitch Co-ed (7-8) Alternate Day	21	22	Snipe Info.
27 Grade 3 and 6 EQAO Testing Window	28 Grade 3 and 6 EQAO Testing Window	29	

Spring Plant Sale PICK UP DAY



May 2027

Gana'gaht (Cayuga)

Sunday Cayuga - Awędadógghdgh Mohawk - lawentatokénhti	Monday Cayuga - Awędędádó'qh Mohawk - lawentatá'on	Tuesday Cayuga - Dekni:hadę't Mohawk - Tekenihaton	Wednesday Cayuga - Ahséh hadę't Mohawk - Ahsénhaton
 Ja:dahk niyoweyohgá:geh Cayuga  7 Spans of Thickness of Skin To be able to withstand or avoid reacting to any negativity that may arise. Tsa:ta niyonweyohkará:keh Mohawk  			
2	3	May the 4 th Be With You 	5 Red Dress Day Teacher Appreciation Day 
9 Knó:ha' Day Ake'nihsténha Day Mother's Day 	10	11 Junior 3-Pitch Co-ed (4-6) @ S.N. Baseball Diamonds 	12
16	17	18 Intermediate 3-Pitch Co-ed (7-8) @ S.N. Baseball Diamond Home and School Meeting	19 Six Nations Polytechnic Secondary School Grade 7 Day
23	24 Victoria Day Bread and Cheese Day NO SCHOOL 	25 Grade 3 and 6 EQAO Testing Window	26 Grade 3 and 6 EQAO Testing Window
30	31 Grade 3 and 6 EQAO Testing Window		

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. Teachers carefully consider the age and level of instruction of the child when selecting appropriate methods to assess growth.

Some commonly used methods are:

- Direct teacher supervision
- Student and teacher interviews or conferences
- Student and teacher shared planning
- Reading and writing logs, journals and anecdotal records
- Essay type tests
- Objective type tests
- Diagnostic and standardized tests
- Problem solving situations
- Projects, exhibitions, reports, plays, and illustrations
- Checklists and rating scales
- Questionnaires and surveys
- Participation charts
- Self-evaluation and peer-evaluation



Students should realize it is their day to day efforts that are the most important. Each teacher includes student evaluation as part of the planning process and is prepared to explain this aspect on request. **Parents are strongly encouraged to attend parent-teacher interviews** in November. More information to follow.

Report Cards

Use of Provincial Report Cards ensure that all students receive reports based on the expectations and six learning skills outline in the curriculum documents. The progress reports for grades 1-8 and report cards for grades K-8 provide clear, detailed, straightforward information to each student and to parents. This information tells us how well the student is progressing and achieving in school in relation to the learning and curriculum expectations. The progress reports and report cards are designed to involve students in setting goals for further learning and to provide parents with opportunities to comment on their child's achievement.

The progress report will be sent home on Wednesday, November 4, 2026.
Report cards will be sent home on Friday, February 12, 2027 and Monday, June 28, 2027.

Homework

Homework is an essential part of the learning process and is as individual as the student. Some take the initiative to enrich their own learning, while other students need a regular homework program to practice the skills learned at school. In any event, a quiet place, free from distractions is needed in order for your child's homework program to be successful. Even when no work is sent home, encouraging your child to read is a great way of enriching his/her learning experience. If a student repeatedly fails to do assigned work they may lose extra-curricular privileges at school. Please contact your child's teacher for further clarification.



Emergency Information

It is of vital importance that the student’s emergency contact information be kept current at the school. The following information is required to be on file in the school office and kept current. When changes occur, please notify the school immediately.

1. Student’s address, parent/guardian(s) phone number(s)
2. Emergency contact numbers and persons
3. Health Insurance/Doctor’s Phone No. and Office location
4. Health concerns; medications your child is taking
5. Person(s) allowed to pick up your child at school



Immunization

Immunization is an important step in maintaining a healthy community. Up-to-date immunization is the best protection against infectious diseases. The Health Department holds the responsibility for the maintenance of immunization records. Six Nations and Tyendinaga Federal Schools Ontario Region requests that parents provide immunization records, or a valid exemption, for each of their children along with their completed registration forms.

Attendance

All students are expected to attend school regularly. **For any absence, a telephone call or a note of explanation signed by a parent or guardian is required.** This note will be given to the classroom teacher upon the student’s return to school. Parents are asked to **call the school before 9:00 a.m.** if your child will be absent.

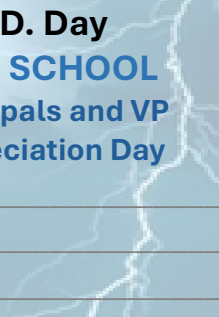
Lateness

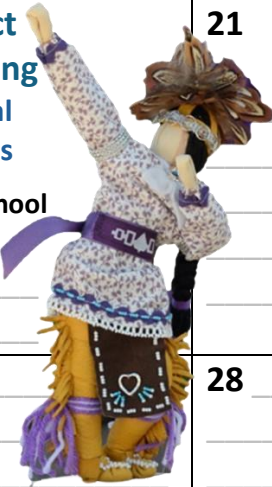
Being on time is a good work habit that we are trying to instill in students. School begins at 8:35 a.m. In order to be prepared for class, all students are encouraged to arrive at 8:30 a.m. Students who arrive late miss valuable class time as core subjects (Language Arts, Math) are generally taught in the morning. We realize that lateness may happen on some occasions, however, being respectful of the value of learning and learning together as a community is important. Students who arrive late interrupt the teaching and learning which has already begun in class. Late students also require extra instructional time to orient them to what is taking place. **Students who arrive late must sign in at the office and at Jamieson School they will receive a “late slip” from the School Support Clerk before going to class.**

Safe Arrival System

The Safe Arrival System helps our school keep track of student attendance and makes it easier for families and the school to communicate about absences. The Safe Arrival System also helps improve school safety. It ensures that we can quickly confirm whether an absence is legitimate or if there might be a safety concern, like an unreported absence or early departure. Here is how it works:

Automated Notifications: If your child is marked absent and we have not heard from you, we will send a notification through email, text, or phone call to let you know. These automated notifications help keep you informed and ensure you are aware if your child is absent from school. You can control your notification settings in the School Messenger app or online parent portal.

Thursday Cayuga – Gei:hadq’t Mohawk – Kaierihaton	Friday Cayuga – Hwihs hadq’t Mohawk – Wiskhaton	Saturday Cayuga – Nakdoháehs Mohawk – Tsi lenaktóhares	Traditional Knowledge Teaching Cycle
1 _____ _____ _____ _____ _____	2 _____ _____ _____ _____ _____	3 _____ _____ _____ _____ _____	- Thunders - Medicines Speeches and Stories - Thanksgiving Address Ganohonyohk/Ohén:ton Karihwatéhkwen - Returning of the Grandfather Thunders Connections - Water Systems - Fish identification - Grand River research - Earth Day Land Base Learning Opportunities - Plant identification (do not pick) - Ecosystems - Biodiversity - Environmental stewardship - Animal adaptations - Grand River research Cultural Activities - Plant Indian tobacco - Spring Sing - Respecting Mother Earth - Jobs and Duties of the Thunders Curriculum Focus - Traditional Values - The Story of the Peacemaker Continued - Thanksgiving Address: Focus on the Water - Waters - Thunders Historical Figure - Pine Tree Chief Past and Present and their responsibilities Wampum - Friendship Belt (Silver Covenant Chain)
8 Jr Badminton Singles / Doubles / Mixed Boys/Girls (Grades 4-6) Alternate Day _____ _____ _____ _____ _____	9 _____ _____ _____ _____ _____	10 _____ _____ _____ _____ _____	
15 Intermediate Badminton (Grades 7-8) Alternate Day _____ _____ _____ _____ _____	16 _____ _____ _____ _____ _____	17 _____ _____ _____ _____ _____	
22 Earth Day  _____ _____ _____ _____ _____	23 _____ _____ _____ _____ _____	24 _____ _____ _____ _____ _____	
29 _____ _____ _____ _____ _____	30 P.D. Day NO SCHOOL Principals and VP Appreciation Day  _____ _____ _____ _____ _____	Cycle of Ceremonies: Etinigohó:wih Hadiwenódagye’s – Thunders: to give thanks for the return of the Thunders. Ohgi:weh – Community Feast: is done for the health of our people. Medicine Masks ceremonies are done to drive sickness and disease from our territory.	 

Sunday Cayuga - Awędadóggęhąh Mohawk - lawentatokénhti	Monday Cayuga - Awędędádádą'ęh Mohawk - lawententá:ʔon	Tuesday Cayuga - Dekni:hadęʔt Mohawk - Tekenihaton	Wednesday Cayuga - Ahséh hadęʔt Mohawk - Ahsénhaton
 Odrihwagwáihsyq: Kariwakwarishyóntshera CayugaMohawk  Truthfulness Truthfulness to one's self or being self-reflective is an interpretation.			
4 Eel Info. 	5 	6 Jr Badminton Singles / Doubles / Mixed Boys/Girls (Grades 4-6) @ Da:Joh	7
11	12	13 Int Badminton (7-8) Singles / Doubles / Mixed Boys / Girls (Grades 7-8) @ Da:Joh	14 Assumption Grade 7 Tour
18	19	20 District Spring Sing  Social Songs Home and School Meeting 	21 Administrative Professionals Day
25	26	27	28

Easy Absence Reporting: If you know your child will be absent, you can quickly report your child’s absence online through the School Messenger mobile app, or by logging into the parent portal online. The Absence Reporting tool makes it easier for you to report absences and for the school to track attendance. This helps save time and reduces the need for phone calls.

The Safe Arrival System makes it easier to report absences and ensures you are always informed about your child’s attendance. You can download the app and learn more about accessing the School Messenger platform by clicking on the QR codes below.



Visit: go.schoolmessenger.ca
or Download the App



School Messenger Parent Guide

Longhouse

Please inform the school if your child will be regularly attending Longhouse Ceremonies. They will not be marked absent from school for those days but will be expected to complete missed assignments during their absence. Pre-planning is encouraged.

Cell Phone and Personal Device Use

Personal devices can pose a serious distraction to learning in school. As such, **student use of cell phones is NOT PERMITTED** at any time. Student phones will be confiscated until the end of the instructional day if they are seen with them. If you need to reach your child during the day for emergency purposes, please call the school office and we will have them return your call. *Please note: The school does not assume responsibility for lost personal devices. If a student brings a personal device to school, they do so at their own risk.*



Unless a student is ill, personal calls are discouraged. Parents are requested to send notes with their children to school to inform us of any changes to their child’s normal routine (appointments, early dismissal, etc.). Cell phones are not needed and should not be used during the school day, unless in an educational capacity with staff supervision. While cell phones may be kept for emergencies before or after school, students do not need to use them during school time.

Bussing: Sharp Bus Lines

The provision of transportation by the Six Nations Education District is a privilege extended to eligible students but is not a right and may be revoked or suspended by the school Principal or Vice Principal. It is important that a parent be present (and visible) when young children, including Kindergarten students are dropped off at your home. If an adult is not visible to the driver, your child will be brought back to the school. If this happens, you will be called to pick up your child at the school.

Bus service is provided for some students who reside within the Jamieson/J.C. Hill area. Students are not allowed to board another bus or get off at another stop without the approval of school administration and the bus driver, and at the written request of the parent or guardian. **This request will only be considered in the case of an emergency. No verbal requests by students will be granted.**

Bicycles, Scooters and Skateboards

Parents who permit their child to ride their bikes, scooters, and skateboards to school should be satisfied that the equipment is in good riding condition and trust that their child knows what is safe.



Helmets must be worn when appropriate. A lock for the bike to be secured at the school should be provided. Scooters and skateboards are to be left in the office at all times during the school day. Neither the school nor the school board accepts any responsibility for bicycles parked on school property. Wheelie shoes and roller blades MUST be left at home.

Pets on the Property

A reminder to parents/guardians who walk their pets to school: All dogs must be on a leash and kept outside the school. Consider leaving your pets at home. Larger animals sometimes intimidate smaller children. Fenced in kindergarten play areas are off limits to pets. This does not apply to service animals.

Walkers

Students should arrive by 8:30am. There is no supervision available if you arrive before 8:20am. Walkers are dismissed after the buses. Kindergarten – Grade 2 students will only be released if a parent, guardian, older sibling or verified adult is present.

Drop Off and Pick Up

Students who are driven to school will be dropped off in the school parking lot. This is the same for drop-off in the morning and pick up in the afternoon. Please do not drop off your student until 8:20am when a staff member is present to supervise them. During morning drop off and afternoon pick up times, please do not use the circular pathway, as this is where the busses drop off and pick up students. The school will not be responsible for any student arriving early or waiting to leave during times when there is no supervision.

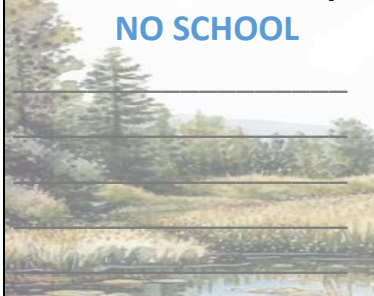
Cancellation of Buses or Delay of Buses

The decision to cancel school, cancel the buses, or delay the buses will be made by the Principal in Charge and/or the Director of Education. Parents / Guardians will be informed via the School Messenger System. 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. It is very important to ensure your email address and phone number is up to date at all times and that you have opted in to receive text notifications from School Messenger to ensure you receive important emergency notifications from the schools.



Thursday Cayuga – Gei:hadǫ't Mohawk – Kaierihaton	Friday Cayuga – Hwihs hadǫ't Mohawk – Wiskhaton	Saturday Cayuga – Nakdoháehs Mohawk – Tsi lenaktóhahes	Traditional Knowledge Teaching Cycle
4 GEDSB: Former Grads Visit Gr.7-8 Classrooms	5	6	- Maple syrup Speeches and Stories - Thanksgiving Address Ganohonyohk/Ohén:ton Karihwatéhkwen - Story of the Pussywillow Connections - Comparing modern vs traditional methods of harvesting - Indigenous Languages Month - Pauline Johnson and poetry - Spring solstice Land Base Learning Opportunities - Process of traditional harvesting of maple sap
11	12	13	Cultural Activities - Importance of language revitalization - Trip to traditional sugar bush - Sap as medicine Curriculum Focus - Traditional Values - Peacemaker Story Continued - Thanksgiving Address: Focus on Trees - Maple Syrup - Poetry Historical Figure - Pauline Johnson - Reg Henry and Marg Henry Wampum Two Row Wampum
18	19	20 First Day of Spring  Gagwedghji:hah Cayuga  Kenkwité:ne Mohawk 	
25	26 Good Friday NO SCHOOL 	27 Heron Info.  	
Qgwehǫwénęha: Cayuga  Onkwehonwe'néha Mohawk 			
Use of Native Language  Speaking and understanding our words in Hodihnihsóni / Rotinonshonnie languages is important and can be also exemplified in our actions.			

March 2027 Ganęsgwaota:'ah (Cayuga)

Sunday Cayuga - Awędadóggghdęh Mohawk - lawentatokénhti	Monday Cayuga - Awędędádádá'ęh Mohawk - lawententá:'on	Tuesday Cayuga - Dekni:hadę't Mohawk - Tekenihaton	Wednesday Cayuga - Ahséh hadę't Mohawk - Ahsénhaton
 <i>Cycle of Ceremonies:</i> Sahadiyaq:data' – Drying up Trees: is done to give thanks for the running of the sap and also for all that we received f rom all trees.	1 _____ _____ _____ _____ _____	2 _____ _____ _____ _____ _____	3 _____ _____ _____ _____ _____
7 _____ _____ _____ _____ _____	8 _____ _____ _____ _____ _____	9 _____ _____ _____ _____ _____	10 _____ _____ _____ _____ _____
14 Daylight Savings Time Begins – Spring Forward	15 _____ _____ _____ _____ _____	16 _____ _____ _____ _____ _____	17 St. Patrick's Day _____ _____ _____ _____ _____
21 _____ _____ _____ _____ _____	22 _____ _____ _____ _____ _____	23 Home and School Meeting	24 _____ _____ _____ _____ _____
28 _____ _____ _____ _____ _____	29 Easter Monday NO SCHOOL 	30 Individual Education Plans (IEP) Go Home _____ _____ _____ _____ _____	31 Indigenous Language Day _____ _____ _____ _____ _____

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.

Communication between Home and School

Details regarding parent-teacher interviews and report cards will be sent out throughout the year. In addition to sending home a Progress Report and two Report Cards during the school year (November, February and June), there are numerous opportunities for parents to discuss a student's progress through conversations and discussions with your child's teachers. It is recommended that parents contact the classroom teacher whenever there is a question or concern. Parents are always welcome to visit the school and their child's classroom at any time. Please arrange an appropriate meeting time with your child's teacher to ensure their availability and to minimize any disruption to learning time for the rest of the class.

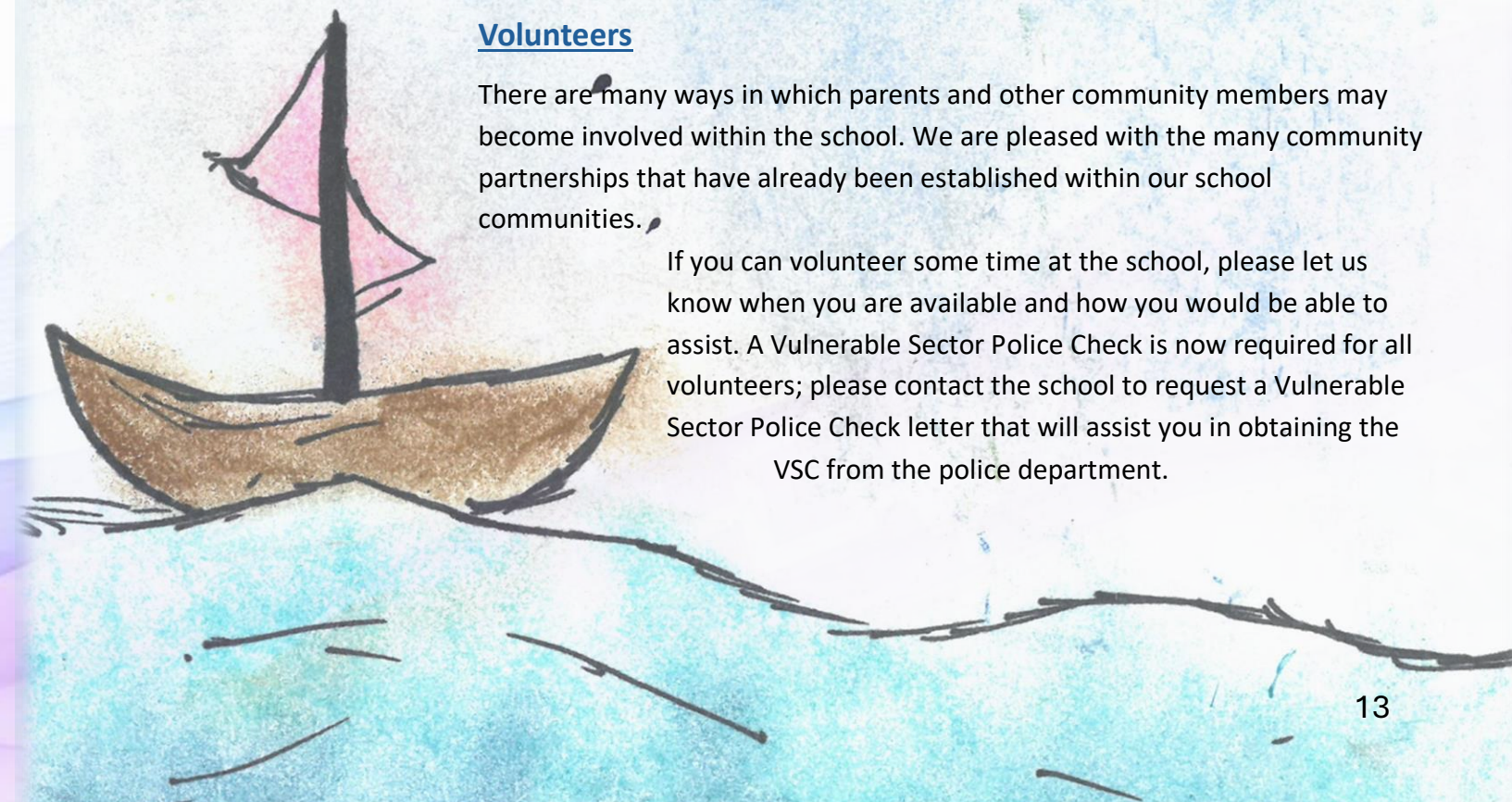
Home and School

Education is a partnership involving families, school staff, and community. All parents/guardians and members of the school community are encouraged to attend Home and School meetings held on the third Tuesday of the month at J.C. Hill School. How do I learn more? Reach out to your child's classroom teacher for the date and time of the next Home and School meeting and how to get involved.

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. A Vulnerable Sector Police Check is now required for all volunteers; please contact the school to request a Vulnerable Sector Police Check letter that will assist you in obtaining the VSC from the police department.



Progressive and Supportive Discipline

Ka'nikonhri:yo - Using a Good Mind. Being thoughtful and respectful of others

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 nitewaweinnó:tens / Səh nidwaweyən'odę: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:dəh (Safe), working toward a non-violent environment and Tóhsa shekaré:waht / Ahgwił deyodatnóhnyá'k (Do not hurt anyone).

A focus on Rotinonhshión:ni/Hodinəsq: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. For more information please visit www.ontariofederalschools.ca



Peacefulness
Cayuga: **Sgę:nq'**
Mohawk: **Skén:nen**



Strength in Unity
Cayuga: **Gashásdęhsra'**
Mohawk: **Ka'shatshénhsra**



Compassion
Cayuga: **Adęnidęqhsra'**
Mohawk: **Atennitęhtshera**



Good mind
Cayuga: **Ga'nigqhi:yo**
Mohawk: **Ka'nikonhri:yo**



Good Words
Cayuga: **Gaihwı:yo:**
Mohawk: **Karihwı:yo**



Kindness in Speaking
Cayuga: **Awęnqhaó'dę**
Mohawk: **Kawennaná:wens**



Use of Native Language
Cayuga: **Qgwehqwéneha:**
Mohawk: **Onkwehonwe'néha**



Truthfulness
Cayuga: **Odrihwagwáihsyq:**
Mohawk: **Kariwakwarishyóntshera**

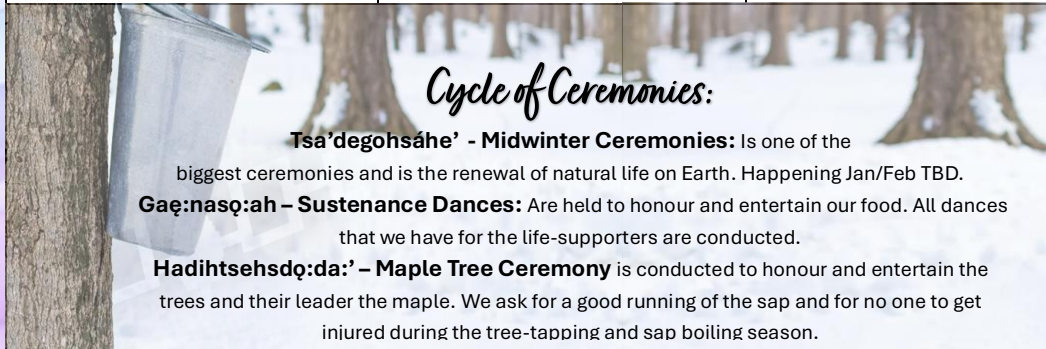


7 Spans of Thickness of Skin
Cayuga: **Ja:dahk niyoweyohgá:geh**
Mohawk: **Tsá:ta niyonweyonhkará:keh**



Kindness and Caring
Cayuga: **Ganq:kwáhsra'**
Mohawk: **Kanonronhkwá:tshera**

Enníhska (Mohawk) February 2027

Thursday Cayuga – Gei:hadq't Mohawk – Kaierhaton	Friday Cayuga – Hwihs hadq't Mohawk – Wiskhaton	Saturday Cayuga – Nakdoháehs Mohawk – Tsi lenaktóhahes	Traditional Knowledge Teaching Cycle
4 Junior Basketball Co-ed (Gr. 4-6) Alternate Day	5	6	- Maple Sap Speeches and Stories - Thanksgiving Address Ganqhonyohk/Ohén:ton Karihwatéhkwén Connections - Indigenous Science Fair - Oral Storytelling Festivals - Pink Shirt Day - Random Acts of Kindness Week - Family Day - Valentine's Day - 100th Day of School Land Base Learning Opportunities - Sugarbush exploration - maple tree identification using bark, branches, buds, etc. - Boil sap - Animal homes in winter - Identify light and noise pollution in the environment Cultural Activities - Importance of culture and language revitalization (renewal) Curriculum Focus - Traditional Values - Peacemaker Story Continued - Thanksgiving Address: Focus on the Stars - Maple Sap Historical Figure - Faith keepers Past and Present and their responsibilities Wampum - Everlasting Tree Wampum (Dust Fan Belt)
Popcorn Sales February 1 – 12, 2026			
11 Intermediate Boys Basketball (Grades 7-8) Alternate Day	12 Term 1 Report Cards Go Home	13	
18 Intermediate Girls Basketball (Grades 7-8) Alternate Day.	19	20	
25	26	27	
			Bear Info. 

Sunday Cayuga - Awędadóghdęh Mohawk - lawentatokénhti	Monday Cayuga - Awędędádá'ęh Mohawk - lawentatá'wón	Tuesday Cayuga - Dekni:hadę't Mohawk - Tekeni:haton	Wednesday Cayuga - Ahséh hadę't Mohawk - Ahsén:haton
	1 Kindergarten Deadline for Entry to 2027-2028 School Year	2 Junior Basketball Co-ed (Gr. 4 - 6) @ Da:Joh (Pending Mid-Winter Break)	3 WORLD READ ALOUD DAY
7	8	9 Intermediate Boys Basketball (Grades 7-8) @ Da:Joh	10
14 Valentine's Day	15 Family Day NO SCHOOL	16 Home and School Meeting	17 Intermediate Girls Basketball (Grades 7-8) @ Da:Joh Random Acts Of Kindness Day
 Gęnęhkwa' I Love You in Cayuga Konorónkhwa I Love You in Mohawk 			
21	22	23 100TH DAY OF SCHOOL CELEBRATION	24 Pink Shirt Day
28	 Awęnęhaó'dę Cayuga Kawennana:wens Mohawk Kindness in Speaking Using soft caring words are important. This reminds us that the tone of the words are just as important as the words we choose to use.		

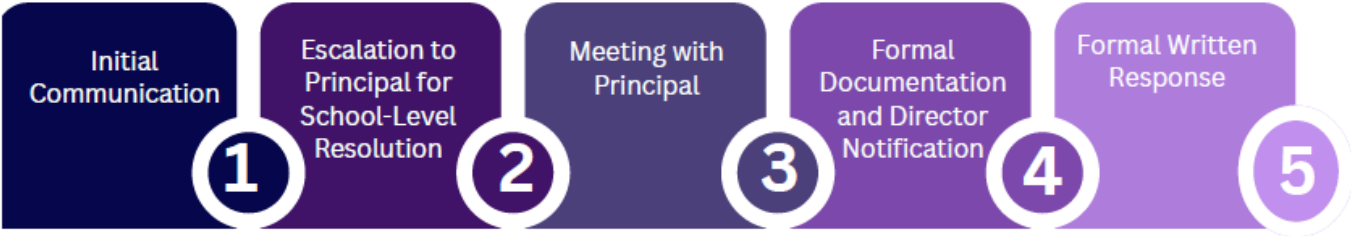
Parent Communication



Updated April 24, 2026

Ontario Federal Schools
Parental Communication

This chart outlines the process for escalating parental concerns. All concerns must be addressed at the appropriate level, beginning with the classroom teacher, and may only be escalated once prior steps have been followed and resolution efforts have been exhausted.



1. Initial Communication
A parent/guardian brings a concern forward to the classroom teacher. The teacher will respond to the parent/guardian through a phone call or by arranging a meeting to address the concern.



2. Escalation to Principal for a School-Level Resolution
If the concern remains unresolved, the teacher will consult with the principal to review the issue and determine appropriate resolution strategies. The teacher will then re-engage with the parent/guardian to attempt resolution.



3. Meeting with the Principal
Should the solution strategies be unsuccessful, a meeting between the parent and the principal may be arranged.

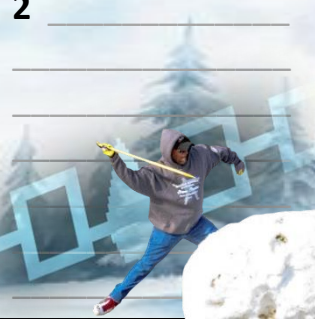
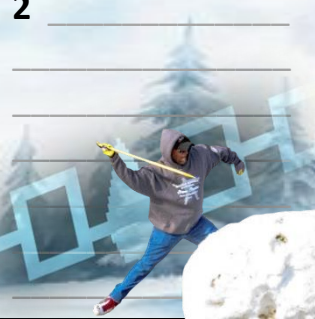
4. Formal Documentation and Director Notification
If the parent/guardian remains dissatisfied with the school level attempts for resolution, the Principal will provide the parent with a *Parental Communication Report Form (Appendix A)*. This form must be completed by the parent and submitted to the principal. The principal will review, sign and forward the form to the Office of the Director and provide the parent/guardian with a copy. In addition, the principal must also complete and submit a *Principal Investigation Notes form (Appendix B)* to the Office of the Director.

5. Formal Written Response
The Director will review the *Parental Communication Report Form* and *Principal Investigation Notes (Appendix A and B)*. The Director will provide a *Formal Written Response* to the parent/guardian addressing the concern within ten (10) school days.

Language and Culture
Q̱gweẖq̱wehneha:ʔ, ne:ʔ hniʔ seh
niy̱q̱waihoʔḏe:

 Words and Phrases Nikawennake/ Ow̱enaʔsẖo:ʔqh	 QR CODE
PARENT: Tie your shoes CHILD: Can you help me tie my shoes	Mohawk Tehsahthsyá:nerenk. Enwá:tonʔ ken ahsy̱ké:nawahseʔ takahthsyá:nerenkeʔ?  Cayuga Sadeʔnhehs̱o:ḏeh E̱wa:ḏoʔ g̱eh a:sgyena:waʔs a:gadeʔnhehs̱o:ḏeʔ? 
PARENT: Take the ball outside CHILD: May I take the ball outside?	Mohawk átste yahá:shawhʔ ne athén:no. Enwá:tonʔ kenh átste yahá:khaweʔ ne athén:no?  Cayuga Ahsdeh haʔsha: ̱eʔnho:traʔ Ewa:ḏoʔ g̱eh ahsdeh ẖeka:ʔ neʔ ̱eʔnho:traʔ? 
PARENT: Get a drink of water CHILD: May I fill my bottle with water?	Mohawk Yahsnekí:ra. Enwá:tonʔ kenh aketshé:ta aké:nahneʔ?  Cayuga Snegéhah Ewa:ḏoʔ g̱eh a:khneg̱o:da: agetseʔdaʔ? 
PARENT: Quit playing on your iPad CHILD: May I play on my iPad?	Mohawk Sateweyén:ton ne iPad. Enwá:tonʔ ken iPad á:katsteʔ?  Cayuga. S̱eni:ẖe: iPad sehstaʔ E̱wa:ḏoʔ g̱eh iPad ̱e:g̱ehsʔ? 

Disclaimer: These Mohawk and Cayuga translations come from the speaker's own understanding and way of carrying the language, shared to the best of their ability.

Thursday Cayuga – Gei:haḏoʔt Mohawk – Kaieṟhaton	Friday Cayuga – Hwihs haḏoʔt Mohawk – Wiskhaton	Saturday Cayuga – Nakdoháehs Mohawk – Tsi lenaktóhars
Cycle of Ceremonies: Tsaʔdegohsáheʔ – Midwinter Ceremonies Is one of the biggest ceremonies and is the renewal of natural life on Earth. Ga̱e:nas̱o:ah – Sustenance Dances Are held to honour and entertain our food. All dances that we have for the life-supporters are conducted.  	1 New Year's Day Nu:yah / No:ia 	2 
7	8	9
14	15	16
21	22 P.D. Day NO SCHOOL 	23
28	29 High School Registration Forms DUE	30

Traditional Knowledge Teaching Cycle

- Renewal of life
- Nu:yah:/No:ia Celebration of families
- Setting ceremony by the moon
- Naming traditions

Speeches and Stories

- Thanksgiving Address

Connections

- Traditional Astronomy
- Oral Storytelling Festivals
- Moon phases
- Baking for No:ia/ Nu:yah



Land Base Learning Opportunities

- Build an outdoor shelter
- Walk for mental health
- Build a snowsnake track
- observe the cardinal directions
- animal tracks in the snow
- snowshoeing
- skating
- snowsnake tournament

Cultural Activities

- Importance of culture and language revitalization (renewal)
- Awareness of Mindchangers

Curriculum Focus

- Traditional Values
- Peacemaker Story Continued
- Thanksgiving Address: Focus on the Moon
- Midwinter
- Nu:yah:/No:ia

Historical Figure

- Handsome Lake

Wampum

- Coming of the White Faces



Sunday Cayuga - Awēdadógghdoh Mohawk - lawentatokénhti	Monday Cayuga - Awēdédádá'gh Mohawk - lawentatá'on	Tuesday Cayuga - Dekni:hadǫ't Mohawk - Tekenihaton	Wednesday Cayuga - Ahséh hadǫ't Mohawk - Ahsénhaton
  Gaihwí:yo: Cayuga Karihwí:yo Mohawk  <i>Good Words and Fair Mindedness</i> This is the Code of Handsome Lake. Handsome Lake was a post-contact prophet who provided a code of good words and behaviour for the future. 			
3	4	5 High School Registration Forms go home with Grade 8's	6
10	11	12	13 Assumption Support at ACS Open House. Time: TBD
17	18	19 Educational Assistant Appreciation Day High School Registration Support Day @ JCH Gym More info to follow. Home and School Meeting	20
24	25	26	27
31			

Literacy and Numeracy Supports

Universal Screening

Acadience Learning Online provides quick, reliable K–8 literacy screening to identify students at risk early, monitor progress, and guide targeted instruction. Its research-based measures help educators make timely decisions that improve student outcomes and support intervention planning.



Heggerty Phonemic Awareness

Heggerty Phonemic Awareness helps build strong early literacy skills by developing students' phonemic awareness—the ability to hear, identify, and manipulate sounds in words. These foundational skills are critical for learning to read, spell, and decode words successfully in the early years.



UFLI Foundations

UFLI Foundations important for K–2 students because it provides explicit, systematic phonics instruction that builds strong reading foundations. Through daily practice in phonemic awareness, decoding, encoding, and fluency, students develop the skills and confidence needed to become successful readers and writers.



Empower Reading

Empower Reading is an evidence-based intervention that helps struggling readers improve decoding, spelling, fluency, vocabulary, and comprehension through structured, explicit instruction, building confidence and essential literacy skills for academic success.



Daily Math

Students should be receiving 100 minutes of math instruction each day to support strong learning and skill development. This time includes a mix of direct teaching, guided practice, and hands-on activities that help students understand key math concepts and build confidence. Regular daily instruction gives students the opportunity to practice important skills, receive feedback, and deepen their understanding over time.



Math Fluency

Math fluency is more than rote memorization of basic facts; it is the ability to work with numbers with accuracy, efficiency, and flexibility. Accuracy means getting correct answers, efficiency means solving problems in a timely way, and flexibility means being able to use different strategies and understand numbers in multiple ways. Strong fluency also includes a deep understanding of quantity and how numbers work together, not just memorizing isolated facts. To build these skills, students will practice math fluency for at least 15 minutes every day through purposeful activities that strengthen their number sense and confidence in math.



3 Part Lesson

A 3-part math lesson includes a Minds On, Action, and Consolidation. Students use manipulatives throughout to explore and model ideas, build understanding, and explain their thinking. Hands-on materials throughout all grades are essential for developing strong number sense and helping students make concrete connections to abstract math concepts.





Brightspace D2L for Parents/Guardians

What is Brightspace?

Brightspace is an online learning platform where students can access course materials, assignments, and teacher feedback in one place. It helps parents stay informed about their child's progress and upcoming tasks. The Six Nations Federal Schools use Brightspace to support learning, improve communication, and keep families connected to the classroom.

How Can I Login?

Step 1: **Scan the QR code provided** to take you directly to the sign in page

or

Open a web browser

Use Chrome, Safari, or Edge for the best experience. Type:

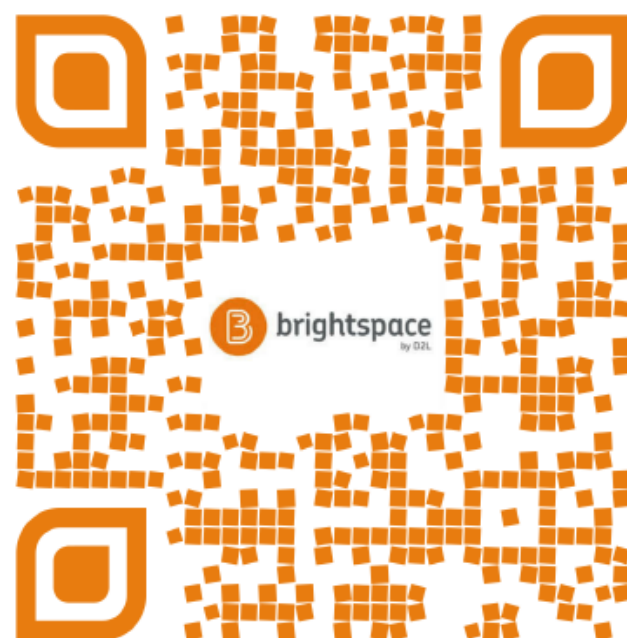
<https://fnelo.elearningontario.ca>

2. Step 2: Enter your child's login information

Use the username and password provided by your child's teacher.

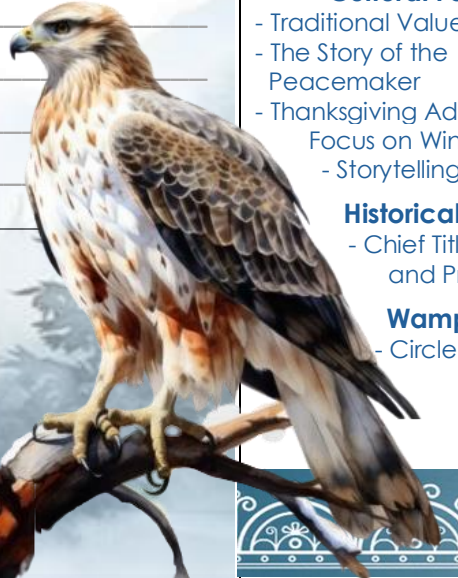
3. Step 3: Access your child's virtual learning classroom

- Once logged in, you will see your child's classes and learning updates.
- You can view announcements, assignments, grades, calendars and feedback shared by your child's teachers.



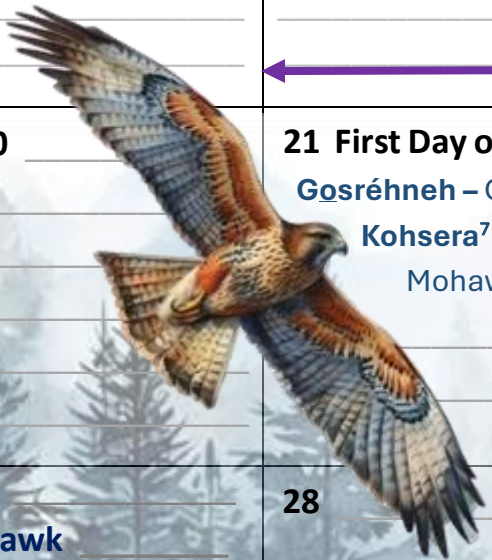
Scan the QR code to log into your child's online learning classroom

Tsyothórha (Mohawk) December 2026

Thursday Cayuga – Gei'hadq't Mohawk – Kaierihaton	Friday Cayuga – Hwihs hadq't Mohawk – Wiskhaton	Saturday Cayuga – Nakdoháehs Mohawk – Tsi lenaktóhahs	Traditional Knowledge Teaching Cycle
3	4	5	- Winter Solstice - End deer hunting season - Condolence Cane
10	11	12	Speeches and Stories - Thanksgiving Address - Ganohonyohk/ Ohén:ton - Karihwatéhkwén - Beginning of Storytelling - Creation Story - The Great Law Connections - Confederacy Council - Documenting stories using technology Land Base Learning Opportunities - Seasonal Changes in weather - Tree Identification - Lyeing corn - Pounding Corn - Drying Corn - Snow shoes - Walk in the bush (not on a windy day) - Skating
17	18	19	 Christmas MARKET At J.C. Hill Gym More Info to Follow
24	25 Christmas Day	26 Boxing Day	Cultural Activities - Moccasin Making - Making /repairing traditional clothing for ceremonies - Beading - Basketry - Winter Social - Storytelling (personal or traditional stories) Cultural Focus - Traditional Values - The Story of the Peacemaker - Thanksgiving Address: Focus on Wind - Storytelling
31 New Year's Eve	Ga'nigoḥi:yo Cayuga 	Ka'nikonhri:y Mohawk 	Historical Figure - Chief Titles Past and Present Wampum - Circle Wampum 
			The Good Mind This is the Peacemaker's message of peace, power and righteousness.

December 2026

Jo:to:'gó:wah (Cayuga)

Sunday Cayuga - Awędadóghdęh Mohawk - lawentatokénhti	Monday Cayuga - Awędędádá'ęh Mohawk - lawententá:'on	Tuesday Cayuga - Dekni:hadę't Mohawk - Tekenihaton	Wednesday Cayuga - Ahséh hadę't Mohawk - Ahsénhaton
Cycle of Ceremonies: Tsa'degohsráheh Eyęgwadehsronihsęh:k We will all prepare for Mid-Winter 		1 GEDSB: Grade 8 Tech is Grand Day (Schools will Attend 1 day - TBD)	2
6	7	8	9
13	14	15 Home and School Meeting Assumption: Gr 8 students go for half day visit (Presentation and tour)	16
20	21 First Day of Winter Gosréhneh – Cayuga Kohsera'ké:ne - Mohawk 	22	23
27 Hawk Info 	28	29	30



Brightspace D2L for Parents/Guardians

Access Through the Brightspace Pulse App

The Brightspace Pulse App lets you check your child's classes, assignments, and updates right from your phone or tablet.



Step 1: Download the App

- Open the App Store (iPhone/iPad) or Google Play (Android).
- Search for "Brightspace Pulse".
- Tap Download / Install.

Step 2: Open the App

- Once installed, tap the Pulse app icon.

Step 3: Find Our District

- In the search bar, type: **First Nations- eLearning Ontario** (<https://fnelo.elearningontario.ca>)
- Select it from the list.
- You will be redirected to the login page.

Step 4: Log In

- Enter the username and password provided by your child's teacher.

Step 5: Navigate the App

- Courses – View each of your child's classes.
- Upcoming – See assignments, quizzes, and due dates.
- Notifications – Get alerts for announcements, grades, and teacher feedback.

Step 6: Stay Connected

- Turn on Push Notifications so you don't miss important updates.
- You can log in anytime to check progress and deadlines.

← SPIRIT WEEK →

Holiday

INTERNET SAFETY
TIPS FOR PARENTS



1. PROTECT PERSONAL INFORMATION
Ensure your child does not use their real name online and only shares passwords with parents.



2. SECURE YOUR NETWORK
Make sure your network is not open or discoverable. Use secured (password protected) Wi-Fi networks.



3. SPEND TIME TOGETHER
Spend time online together to teach your children appropriate online behaviour and keep devices in a common area where you can monitor usage.



4. KEEP INFORMATION PRIVATE
Never allow your child to post/trade personal pictures, or reveal personal information such as address, phone number, school name or current location.



5. DISCUSS DIGITAL FOOTPRINT
Discuss your child's digital footprint. Snapchat and Instagram have popularized disappearing messages. Children should understand that nothing really disappears on the internet, especially when a screenshot is just a button tap away.



6. TAKE IT SERIOUSLY
Take your child seriously if they mention an inappropriate online exchange. Report it to authorities and never respond to a threatening email, message, post, or text.



BONUS TIP: MANAGE LOCATION SETTINGS
Snapchat's Snap Map enables friends (and potentially strangers) to know your child's exact location. Restrict usage or ensure location is disabled.

SAFE TALK
SUICIDE PREVENTION TRAINING
Learn. Recognize. Connect. Help Save a Life.

OUR COMMITMENT

All staff members will participate in LivingWorks safeTalk training as part of our commitment to promoting mental wellness, safety, and support for everyone in our community.

 WHAT IS LivingWorks safeTalk?

LivingWorks safeTalk is a 4-hour suicide alertness training that teaches participants how to recognize when someone may be having thoughts of suicide and how to connect them with the help and support they need.



TRAINING LENGTH
4 Hours

 WHY THIS TRAINING MATTERS

- 1. STUDENT SAFETY:**
 - Helps identify students who may be struggling.
 - Encourages early intervention.
- 2. BUILDING A SAFETY NET:**
 - More trained individuals = more chances someone gets help.
 - Strengthens community response to mental health crises.
- 3. BREAKING THE SILENCE:**
 - Reduces stigma around mental health and suicide.
 - Encourages open, supportive conversations.
- 4. SAVING LIVES:**
 - Early recognition and intervention can prevent suicide.
 - Empowers people to act instead of staying silent.



TOGETHER, WE CAN RECOGNIZE THE SIGNS, START THE CONVERSATION, AND HELP SAVE LIVES.

Kentenhkó:wa (Mohawk) **November 2026**

Thursday Cayuga – Gei:hadq't Mohawk – Kaierihaton	Friday Cayuga – Hwihs hadq't Mohawk – Wiskhaton	Saturday Cayuga – Nakdoháehs Mohawk – Tsi lenaktóhahes	Traditional Knowledge Teaching Cycle - Hunting / Trapping: How to prepare for hunting - Traditional distribution of game (Gaihiwo/Karihiwo) - Hide Tanning - Conservation of game - Signs of seasonal change - Getting ready for storytelling once the harvest is in Speeches and Stories - Thanksgiving Address Ganoqonyohk/ Ohén:ton Karihwatéhkwen - Good Hunter - Harvest thanking speeches - Storytelling The Rock Connections - Hunting territories - Treaty Recognition Month - Rock Your Mocs Land Base Learning Opportunities - Seasonal changes in weather - Gather and store some medicines - Hunting - Animal tracks - Stack wood - Plant bulbs - Prepare soil for spring planting Cultural Activities - New Women's songs (Fall Sing) - Corn Husk dolls, mats, bottles, moccasins - Leather work - Hunters food (Indian trail mix) - Standing Quiver Dance as a Hunting dance - Doing chores for Elders, visiting Elders - Social Dances Cultural Focus - Traditional Values - The Story of the Peacemaker - Thanksgiving Address: Focus on Animals - Hunting - Treaties - Honouring our Elders, Clan Mothers and Family Members Historical Figure - Tadoda:ho/ Atotarhoh Wampum - One Dish One Spoon
5 Parent / Teacher Interviews 4-7 pm Assumption Information booth set up at JCH 4-7pm	6 P.D. Day - NO SCHOOL Parent / Teacher Interviews 8:30 – 12pm	7	
12 PJ Grade 8 Day (10-12:30)	13	14	
19	20	21	
26 Int. Volleyball Alternate Day BCI Parent Info Night (Time TBD)	27	28	

Adenideqhsra' Cayuga


Atennitétshera Mohawk


Compassion

Showing compassion for ourselves, for others, our community, the land, the animals, the plants, etc.



Sunday Cayuga - Awędadógghdęh Mohawk - lawentatokénhti	Monday Cayuga - Awędędádádą'gh Mohawk - lawententá:'on	Tuesday Cayuga - Dekni:hadę't Mohawk - Tekenihaton	Wednesday Cayuga - Ahséh hadę't Mohawk - Ahsénhaton
1 Daylight Savings Time Begins – Fall Back	2	3	4 Progress Reports Go Home GEDSB – Grade 8 Day: BCI (All Day), HSS, CSS More info to follow
8	9	10	11 Remembrance Day
15	16	17 Home and School Meeting	18 CSS Grade 8 Day – More info to follow
22	23	24 Int. Volleyball (Grades 6,7,8) Boys-AM Girls-PM @ Da:Joh GEDSB “You Belong Here” Booth @Dajoh	25 GEDSB Parent Info. Nights: PJ (6-7:30), CSS (Time: TBD), HSS (6pm)
29	30	Cycle of Ceremonies: Ohgi:weh – Community Feast: for the ancestors is done to clean up the graves and to acknowledge our ancestors. This is done for the health of our people in both the spring and fall.	

Entry to School Program (Ages 4-6)



Six Nations Child & Youth Health Services

Gaędewayeşdęh:gye' -The Entry to School Program is a program under the Ontario Autism Program. This program helps children with Autism Spectrum Disorder (ASD), ages 4-6, transition into kindergarten. It offers a supportive group setting that builds early learning and school-readiness skills.

Focus Areas:

- Communication: Build language and listening skills.
- Social Skills: Develop turn-taking, sharing skills and learn to and play with others.
- Emotional Regulation: Teach coping tools using visuals and stories.
- Motor Skills: Develop coordination through games and crafts.
- Cognitive Skills: Practice early math, reading, and problem-solving.
- Independence: Support self-help skills like dressing, hygiene, and managing personal belongings.

Daily Routine Includes:

- Circle Time: Songs, greetings, and calendar/weather talk.
- Small Group Learning: Activities in literacy, math, and communication tailored to each child's developmental level.
- Snack Time: Practice social skills and independence.
- Play Centers: Activity stations including sensory bins, pretend play, building blocks, etc. allow children to explore interests and learn.
- Outdoor Play: Build motor skills and socialize.
- Mohawk & Cayuga Language: As part of the program's commitment to cultural inclusion and respect for Indigenous heritage, Mohawk and Cayuga languages are integrated into daily routines. Children are introduced to basic words, greetings, and phrases through repetition, visuals, and interactive activities. This fosters cultural awareness and enriches language learning in a meaningful and inclusive way.

With personalized support and family involvement, the program helps children gain confidence and skills for a successful school start.

If you are interested in your child (ages 4-6) attending this program, it runs daily from 9am to 12pm. From March to the third week of August. Please email or call the number below.

Contact us:
oapinformation@sixnations.ca
(519) 445-4983



Special Education

Step 1: Classroom teacher / Parent / Guardian has concerns about student's progress. Please reach out to your child's classroom teacher to discuss.

Step 2: Classroom teacher – observes, documents and assesses, with Teacher Aide (where available). Teacher advises parent / guardian of observations and strategies undertaken.

Step 3: If student's progress is limited the classroom teacher will collaborate with the In-School Team.

The In-School Team

- may consist of the teacher, E.A., SERT, Principal / VP, Literacy / Numeracy Leads, Outside agencies and parent / guardian.

At these meetings:

- Brainstorm possible solutions /strategies to assist classroom teacher to adapt and modify programs within the classroom.

- Referrals can be made for Health Services, Social Services and other external agencies.

- An informal **Individual Education Plan (IEP)** may be developed with parental input, for a student who has not been formally identified as exceptional, but who has been deemed by the School Team to require special education programs or services in order to attend school or to achieve curriculum expectations.

Step 4: The In School Team may recommend a formal **Psychoeducational Assessment** be completed.

A **psychoeducational assessment** is a thorough assessment of a child's educational needs. The assessment report may enable the school to make accommodations during tests and exams, such as EQAO, classroom accommodations and access to individual or small group assistance, the use of assistive technology and software and/or modifications to education programming. The specific intervention will depend on your child's profile and will be reflected in the Individualized Education Plan (IEP) according to the recommendations outlined in the psychoeducational report. In addition, as a parent you will get a better understanding of our child's learning and how support could be provided at home. From this report the psychologist may recommend that the student be formally identified with an exceptionality.

Step 5: The In-School Team will take all recommendations from the report and have an

Identification, Placement and Review Committee Meeting (IPRC).

At this meeting, we will discuss identification based on the psychoeducational report recommendation. If identified as exceptional a formal IEP will be created. They will also discuss the placement of the student. This IPRC meeting will happen yearly.

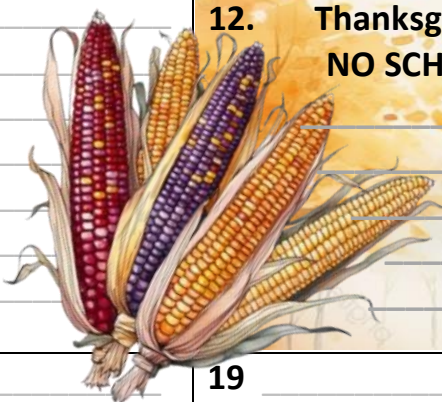
Step 6: The in school team will also discuss possible recommendations for a **Support worker** and if support will be 1:1, 1:2 or 1:3. If decided a Support worker is recommended an application will be put forward by the school.



Kenténha (Mohawk) **October 2026**

Thursday Cayuga – Geihadǫʔt Mohawk – Kaierihaton	Friday Cayuga – Hwihs hadǫʔt Mohawk – Wiskhaton	Saturday Cayuga – Nakdoháehs Mohawk – Tsi lenaktóhahes	Traditional Knowledge Teaching Cycle
1 Education Series: “Understanding IEP’s – School and Community Supports” 4 - 5:30pm @ JCH	2	3	- Hunting traditions and traditional gender roles and responsibilities - Traditional terminology - Social order of the Hodihihsoni/ Rotinonshonni in relationships, political and ceremonial - Importance of birds and animals: deer and eagle are the leaders.
8 Cross Country (Kdgn - 8) Alternate Day Harvest Meal	9	10	Speeches and Stories - Thanksgiving Address - Peacemaker Story - Origin of Gaihiwiyo/Karihiwiyo - Celestial Bear
15	16	17	Connections - Haldimand Proclamation 1784 - Turkey Hunting - Team Sports - Thanksgiving and gratitude each day
22 Individual Education Plans (IEP) Go Home	23 Soccer Junior (Grades 4-6) Alternate Day	24	Land Base Learning Opportunities - Seasonal changes in weather - Food crops - Fall animals - Preparing foods: winter storage - Leaf, bird, nut identification - Seed bombs (Kayanase) - Harvesting/seed gathering - Braiding corn - Hunting - Deer Hanging (Pulley) - Archery: Bow and Arrow - Snares and Traps - Drying corn
29 Intermediate Co-ed Soccer (Gr. 7-8) Alternate Day	30	31 Halloween	Cultural Activities - Bow making Archery - Seed collecting - Clan Animals - Drying foods - corn, apples - Braiding corn - Clan systems - Clan Mother roles and responsibilities - Matrilineal society
			Curriculum Focus - Traditional Values - Peacemaker - Thanksgiving Address: Focus on Mother Earth - Clan System, Nations - Introduction of Hiawatha Belt, Review of each Nation's place on the wampum belt - Roles and Responsibilities of Citizens - Hunting Traditions - Harvest
			Wampum - Hiawatha Wampum

October 2026 Sagahneh go:wah (Cayuga)

Sunday Cayuga - Awēdadōgēh Mohawk - lawentatōkēnhtī	Monday Cayuga - Awēdēdāddā'gh Mohawk - lawentatā'ōn	Tuesday Cayuga - Dekni:hadō't Mohawk - Tekenihaton	Wednesday Cayuga - Ahsēh hadō't Mohawk - Ahsēnhaton
 Gashásdēhsra' (Cayuga)  Strength in Unity is working together collaboratively. The Peacemaker demonstrated how five bound arrows together is difficult to break. Ka'shatshénhsera (Mohawk)  Cycle of Ceremonies: * Atna'dao:he:k – Gathering Bread Ceremony * Medicine Masks Ceremonies * Gaihwi:yo – The Good Message			
4 Wolf Info 	5	6  K-8 @ Chiefswood Park Six Nations Polytechnic Secondary School Grade 8 Day	7
Catalog Sales			
11 	12. Thanksgiving NO SCHOOL	13	14
18	19	20 Junior Gr 4-6 Soccer @ SN Sports Field Blue Track Home and School Meeting 	21 School Bus Driver Appreciation Day
National School Bus Safety Week October 19 – 23, 2026			
25	26	27 Intermediate Co-ed Soccer (Gr 7-8) @ SN Sports Field Blue Track	28
SPIRIT WEEK			

Grade 8 Transition into High School

Throughout the school year: There will be various Transition events from GEDSB high schools (BCI, CSS, HSS, MPSS and PJ), Six Nations Polytechnic Secondary School (SNPSS) and Assumption College.

In September a letter will go home

- Students will choose 2 High Schools. These picks will allow us to see where students are interested in attending and also assist us on “Grade 8 Days” at the GEDSB high schools. Students will be visiting their first choice. We will use their second choice as an alternative.
- Please ensure the Parent / Guardian fills out a Consent to Share Form. This will allow us to share information to high schools.

Beginning of January: high school registrations will go home

January 19, 2027: High School Registration Support Day at JCH. If you have questions or need support with registration. More info to follow.

On January 29, 2027 High School registration forms DUE: to ensure they get the courses they want.

High School Choices

Grand Erie District High Schools

Brantford Collegiate Institute (BCI)

<https://www.granderie.ca/bci>



Cayuga Secondary School (CSS)

<https://www.granderie.ca/css>



Hagersville Secondary School (HSS)

<https://www.granderie.ca/hss>

McKinnon Park Secondary School (MPSS)

<https://www.granderie.ca/mck>



Pauline Collegiate & Vocational School (PJ)

<https://granderie.ca/pjc>



Six Nations Polytechnic Secondary School (SNPSS)

Formerly known as STEAM Academy

Students living on Six Nations of the Grand River no longer have to apply. Parents/guardians can simply register their students with the Registration Form found at the SN elementary schools.



GEDSB Video



Assumption College School (ACS)

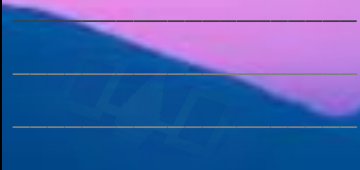
Students can register for ACS online or they can wait for a paper package in January.

Website: <http://www.assumptionlions.com>

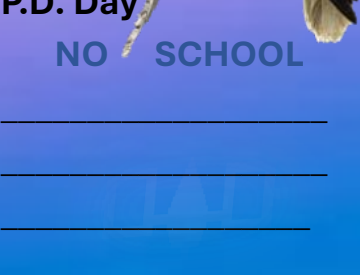


For Additional Assistance: Please reach out to Grade 8 Classroom teacher or Sandra Graham: Spec Ed Advisor / Student Transition Lead. Email: sandra.graham@sac-isc.gc.ca

September 2026 Sá'gəhneh (Cayuga)

Sunday Cayuga - Awədadəgəhəh Mohawk - lawentətokənhii	Monday Cayuga - Awədədádádə'əh Mohawk - lawentə́tá:ʔon	Tuesday Cayuga - Dekni:hadə'it Mohawk - Tekenihaton	Wednesday Cayuga - Ahséh hadə'it Mohawk - Ahsénhaton
 <i>Cycle of Ceremonies:</i> * Gakwowaneh – Big Harvest Is done to give thanks for everything we saw come through the growth cycle. * Gaę:naşə:ah – Sustenance Dance Are held to honour and entertain our food. All dances that we have for the life-supporters are conducted.		1 _____ _____ _____ _____ _____	2 _____ _____ _____ _____ _____
6 Grandparents Day Ksó:t and Hehsó:t Day (Cayuga) Akhsótha and Rakshótha Day (Mohawk) 	7 LABOUR DAY NO SCHOOL 	8 First Day of School For Students 	9 _____ _____ _____ _____ _____
13 _____ _____ _____ _____ _____	14 _____ _____ _____ _____ _____	15 Home and School Meeting 	16 OPEN HOUSE More Info to Follow 
20 _____ _____ _____ _____ _____	21 _____ _____ _____ _____ _____	22 First Day of Autumn Gənen'agéhneh (Cayuga)   Kanenna'kè:ne (Mohawk)	23 _____ _____ _____ _____ _____
27 _____ _____ _____ _____ _____	28 _____ _____ _____ _____ _____	29 _____ _____ _____ _____ _____	30 National Day of Truth and Reconciliation NO SCHOOL Orange Shirt Day 

Sehske'kó:wa (Mohawk) September 2026

Thursday Cayuga - Gei:hadə'it Mohawk - Kaierihaton	Friday Cayuga - Hwihs hadə'it Mohawk - Wiskhaton	Saturday Cayuga - Nakdoháehs Mohawk - Tsi lenaktáhahes	Traditional Knowledge Teaching Cycle
3 _____ _____ _____ _____ _____	4 _____ _____ _____ _____ _____	5 _____ _____ _____ _____ _____	 - Traditional Welcoming to School - Thanksgiving Address - Gift of food: Respecting, Sharing - Green Corn Speeches and Stories - Thanksgiving Address - Three Sisters - Creation Story - The Peacemaker's Journey Connections - Orange Shirt Day - Truth and Reconciliation - Fall equinox - Traditional Values - The Story of the Peacemaker - Thanksgiving Address: Focus on environment incl. people - Harvest - Hodihnihsoni/ Rotinonshonni Identity Land Based Learning Opportunities - Seasonal Changes in weather - Food crops - Fall animals, habitat and behaviour - Preparing foods for winter storage - Plant and Leaf identification - Seed bombs (Kayanase) - Harvesting/seed gathering - Turtle hatching time Cultural Activities - Make green corn bread - Braiding - Drying corn / food - Fall medicines - 3 Sisters soup - Ripening Foods indicators - Conservation practices, conserving, canning, freezing - Traditional foods Wampum  Historical Figure - The Peacemaker
10 _____ _____ _____ _____ _____	11 P.D. Day NO SCHOOL 	12 _____ _____ _____ _____ _____	
17 _____ _____ _____ _____ _____	18 _____ _____ _____ _____ _____	19 _____ _____ _____ _____ _____	
24 _____ _____ _____ _____ _____	25 _____ _____ _____ _____ _____	26 _____ _____ _____ _____ _____	 Sgə:nə' Cayuga Skén:nən Mohawk <i>Peacefulness</i> means a healthy body and mind. If the body and mind are healthy, then peace will be within.  