



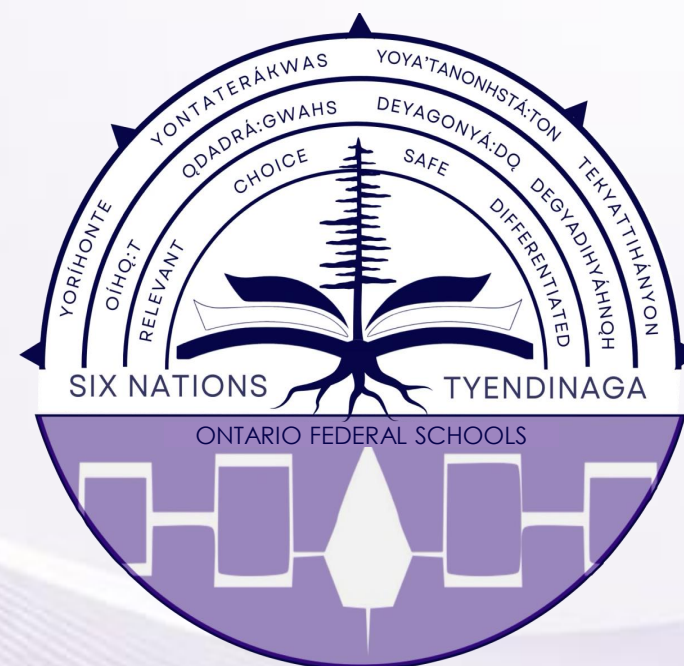
Six Nations Federal Schools

— in Ontario —

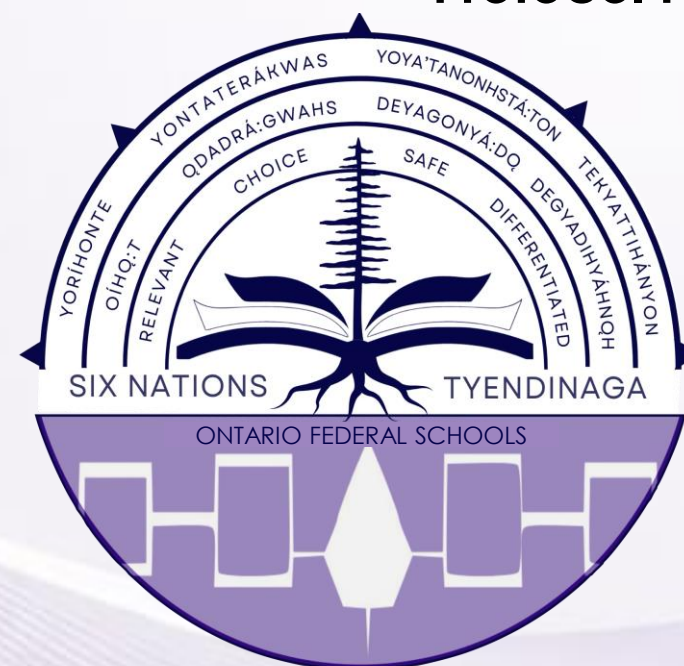
Annual Report

2024-2025

Six Nations Federal Schools Annual Report 2024 - 2025



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She:kon,

As we reflect on another academic year, I am filled with a deep sense of pride and gratitude for the incredible work that has been done to nurture and guide our young students. Our mission is not just to teach, but to lead with compassion, dedication, and an unwavering commitment to our students' success. We have been entrusted by the community to teach; to be good role models; and to bring forth harmony, peace, and understanding. Every child in our care is a gift from the Creator, carrying with them the potential to shape the future. It is our responsibility to help them uncover and cultivate their unique talents, dreams, and aspirations.

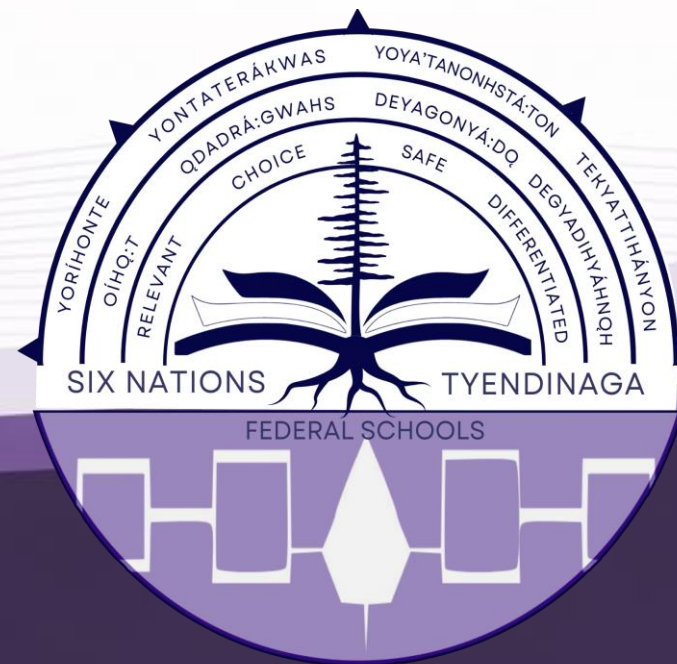
Leadership in education is about more than imparting knowledge; it is about inspiring and empowering our students to become the best versions of themselves. It involves creating an environment where they feel safe, respected and valued, where their voices are heard, and where their cultural identities are celebrated.

As we move forward, we are led by our Five-Year Plan, our SIPS (School Improvement Plans), our District Compass, and the Honouring Our Students Voices Survey, all which will serve as our guiding Star. This is not just a roadmap but a shared vision of where we want Federal Schools to be and how we will get there.

Together, we will strive to meet our goals, overcome challenges, and celebrate our achievements.



Travis Anderson
Director of Federal Schools



Jamieson Elementary School



IL Thomas Odadrihonyanita



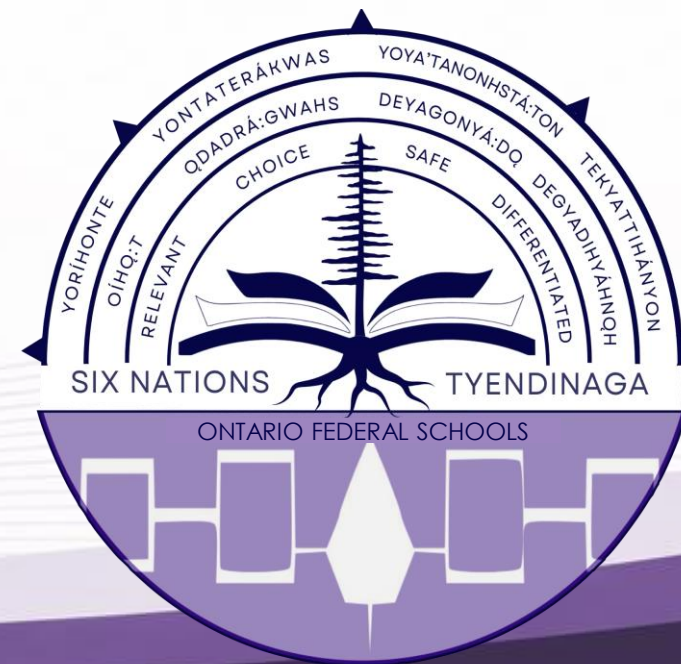
JC Hill Elementary School



Emily C General

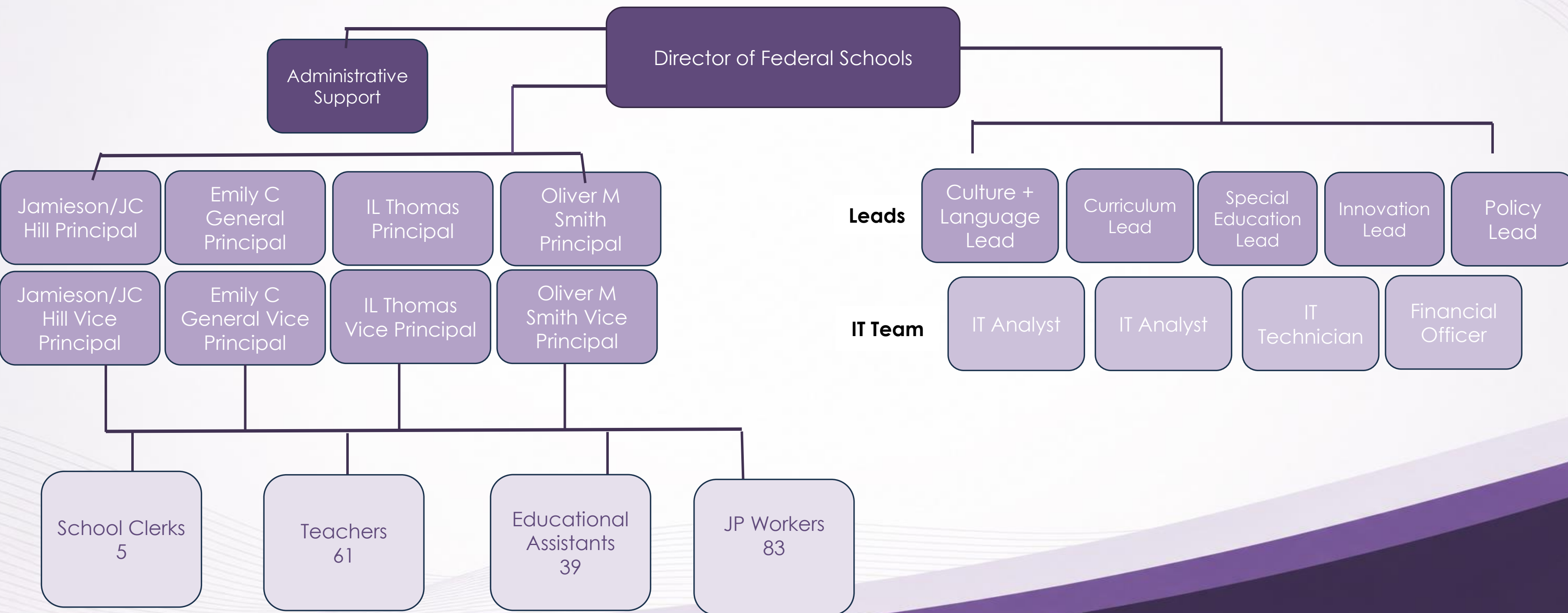
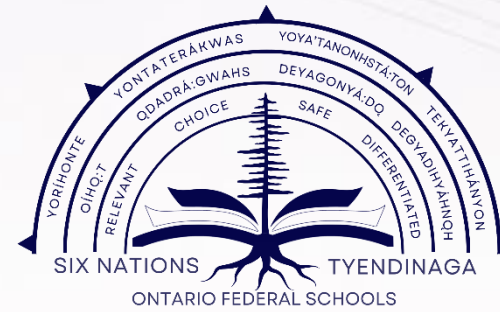


Ontario Federal Schools



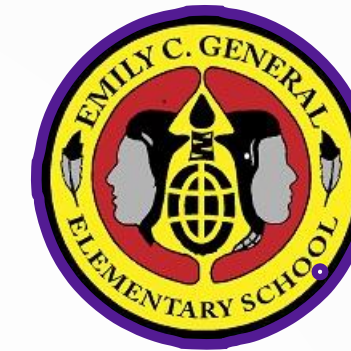
Oliver M Smith Kawenni:io





Nominal Roll 2024-2025

	ECG	JAM/JCH	OMSK	ILT	Division	Total
JK	12	18	26	17	Kindergarten	73
SK	18	24	37	32		111
Grade 1	24	19	40	30	Primary	113
Grade 2	23	20	30	40		113
Grade 3	19	28	32	43		122
Grade 4	24	19	47	39	Junior	129
Grade 5	19	27	39	44		129
Grade 6	41	35	34	35		145
Grade 7	18	32	38	41	Intermediate	129
Grade 8	24	31	31	36		122
Total	222	253	354	357	1186	1186



Percentages
18.7%



7.8%



13.5%



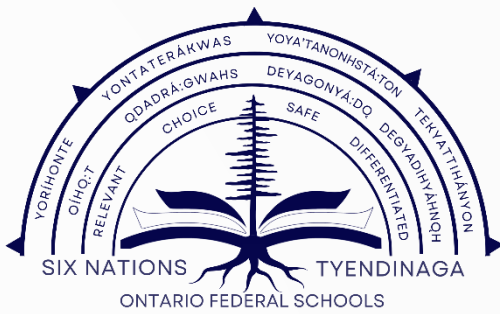
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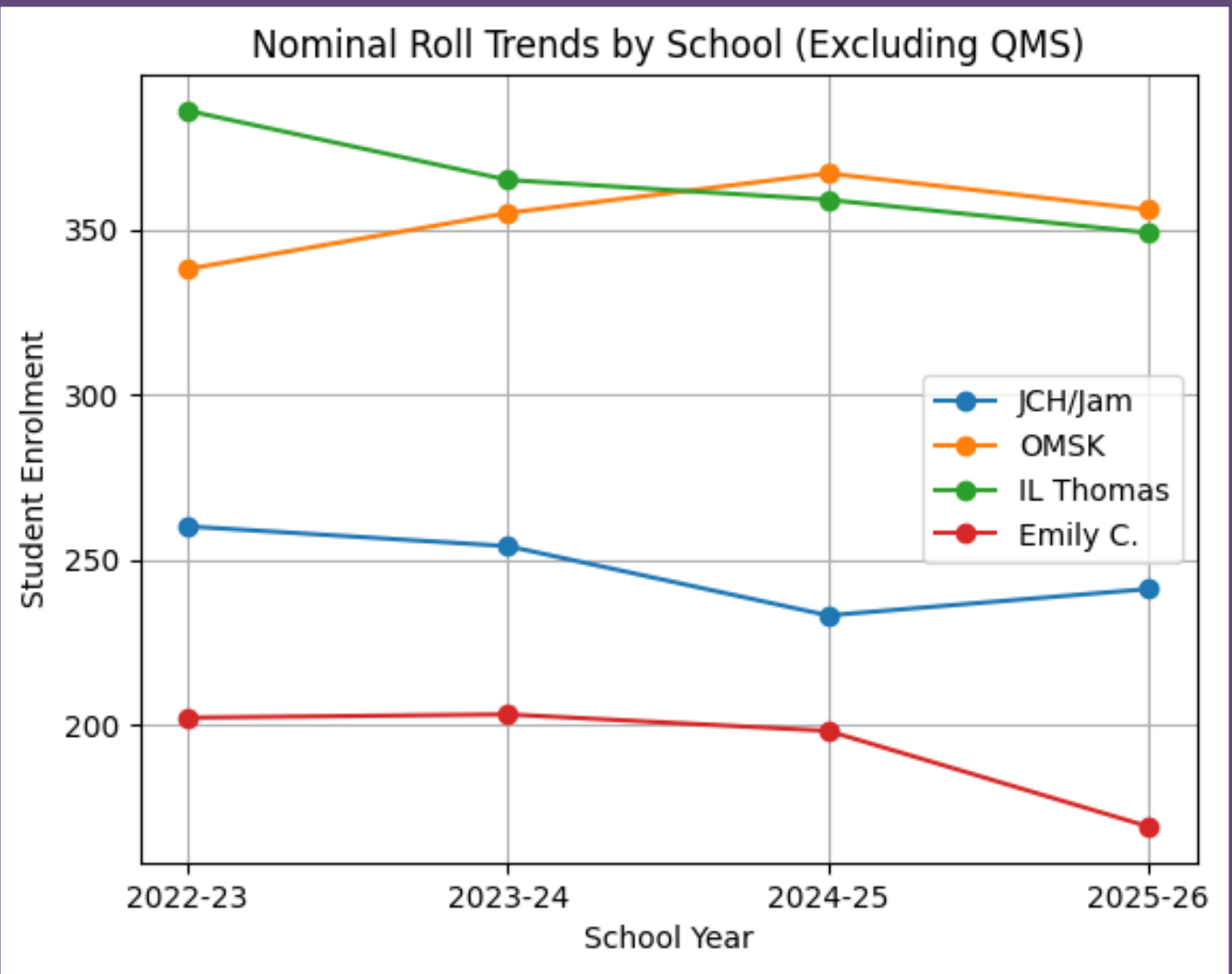
29.9%



Annual Report



School	2022-2023	2023-2024	2024-2025	2025-2026
JCH/JAM	260	254	233	241
OMSK	338	355	367	356
ILTO	386	365	359	349
ECG	202	203	198	169
Total	1,186	1,177	1,157	1,115



Average Class Size 2024-2025 in Six Nations Classrooms

Grade	Average Class Size	Divisional Average
Kindergarten	22	22
Grade 1	19	19
Grade 2	18	
Grade 3	20	
Grade 4	22	23
Grade 5	23	
Grade 6	24	
Grade 7	22	22.5
Grade 8	23	
District Average		21.4

Federal Schools Boundary Map

School Boundary Map Version 1.1 Updated October 2025



Six Nations Schools Boundary



TO BRANTFORD

OHSWEKEN

MISSISSAUGAS OF THE CREDIT

RIVER ROAD

SIXTH LINE

FIFTH LINE

FOURTH LINE

THIRD LINE

SECOND LINE

FIRST LINE

TOWNLIN

HAGERSVILLE

Key

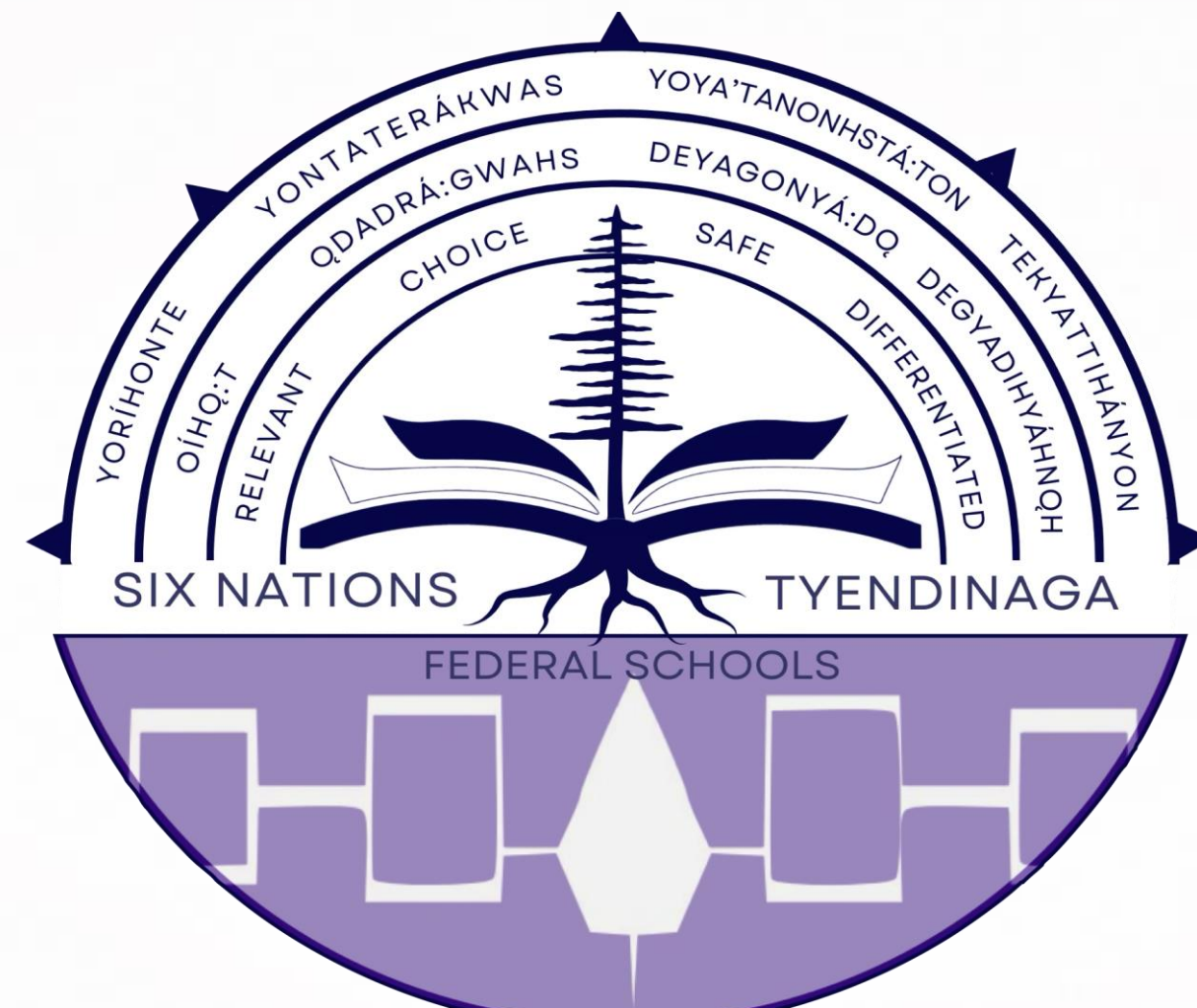
- EMILY C GENERAL**
- IL THOMAS**
- JAMIESON / JC HILL**
- OLIVER M SMITH**
- ROAD**
- GRAND RIVER**

New Logo

Choice (Yontaterakwas / Qdadrá:gwahts):
We empower students by offering meaningful opportunities to make decisions about how they learn, express, and demonstrate understanding.

Safe (Teyakonyá:ton / Deyagonyá:do):
Beyond physical safety, we foster caring environments where students feel supported, are encouraged to take risks, and are confident to contribute meaningfully within their learning communities.

Relevant (Yoríhonte / Oího:t):
We ensure that curriculum and learning experiences reflect the unique identity and culture of our students. Through the Traditional Knowledge Teaching Cycle and a commitment to Haudenosaunee language and values, we help students develop a strong sense of belonging and cultural pride.



Differentiated (Tekyattihányon / Deyadiyáhngh):
Each learner is unique. We use a strengths-based approach to meet individual needs, ensuring instruction and assessment are inclusive and responsive to every student's unique gifts and limitless potential. Together, these guiding star points serve as a navigation tool to ensure all teaching and learning remains aligned with our shared vision.

At the heart of the logo stands the **White Pine**, also known as the Tree of Peace, symbolizing unity, collaboration, and the enduring commitment to peaceful relationships within and across our school communities.

The **open book** beneath the tree reflects our dedication to lifelong learning. It signifies that education is not only the pursuit of knowledge but also the expression of who we are-shaped by culture, language, and community.

We are proud to share the newly developed logo for the Ontario Federal Schools-a visual reflection of our educational philosophy, values, and cultural foundation for teaching and learning.

The **six roots** that extend from the base of the tree represent each of our six **Federal Schools**. These roots ground our district in community and identity and reflect the foundational role each school plays in nurturing student growth and wellbeing. Just as a tree is sustained by its roots, our schools are deeply interconnected -anchoring the district in a shared vision of equity, inclusion, and success for all learners.



FOR LEARNING

Every child is born with unique gifts and a voice that will guide their successful path to learning. By providing a culturally **teiakoniá:ton/deyagonyá:dqh (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. **loríhonte/oíhq:t (Relevant)** experienced-based learning and curriculum will be embedded into the Traditional Knowledge and Teaching Cycle. A commitment to the preservation of Haudenosaunee languages and culture 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/degyadihyáhnqh (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 **lontaterákwas/qdadrá:gwaHS (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 community, and globally for seven generations to come.

FOR TEACHING

Teachers instill a love of learning through Haudenosaunee Values and model the vision for learning. Our teachers competently deliver relevant instruction for all learners and advocate for the needs of their students based on the asset model of education. Teachers set high expectations for students and themselves with clear goals and success criteria. Feedback from the student and family informs teaching practice.

www.ontariofederalschools.com

Ontario Federal Schools - Six Nations and Tyendinaga



Gaodewayesdoho:gye'/lonkwawientéhta'onhatie "We are all learning together"



March Break - March 16 to March 20

[Federal Schools](#) [Registration](#) [SN Protocols](#) [QMS Protocols](#) [School Calendars](#) [High School](#) [Special Education](#)

At Six Nations and Tyendinaga Federal Schools, we are proud to serve the Haudenosaunee children of the Six Nations of the Grand River reserve and of Tyendinaga Mohawk Territory. Rooted in a deep respect for our rich culture and heritage, we prioritize literacy, numeracy, and the preservation of Haudenosaunee language and traditions. Guided by our compass points - Relevant, Safe, Differentiated and Choice - we strive to create meaningful learning experiences tailored to the unique needs of every student.

Together, we honour the past, empower the present, and inspire the future.



Contact Info:

Six Nations:

Education Office
1772 Fourth Line Road
Ohsweken ON
N0A 1M0
519 445 1776

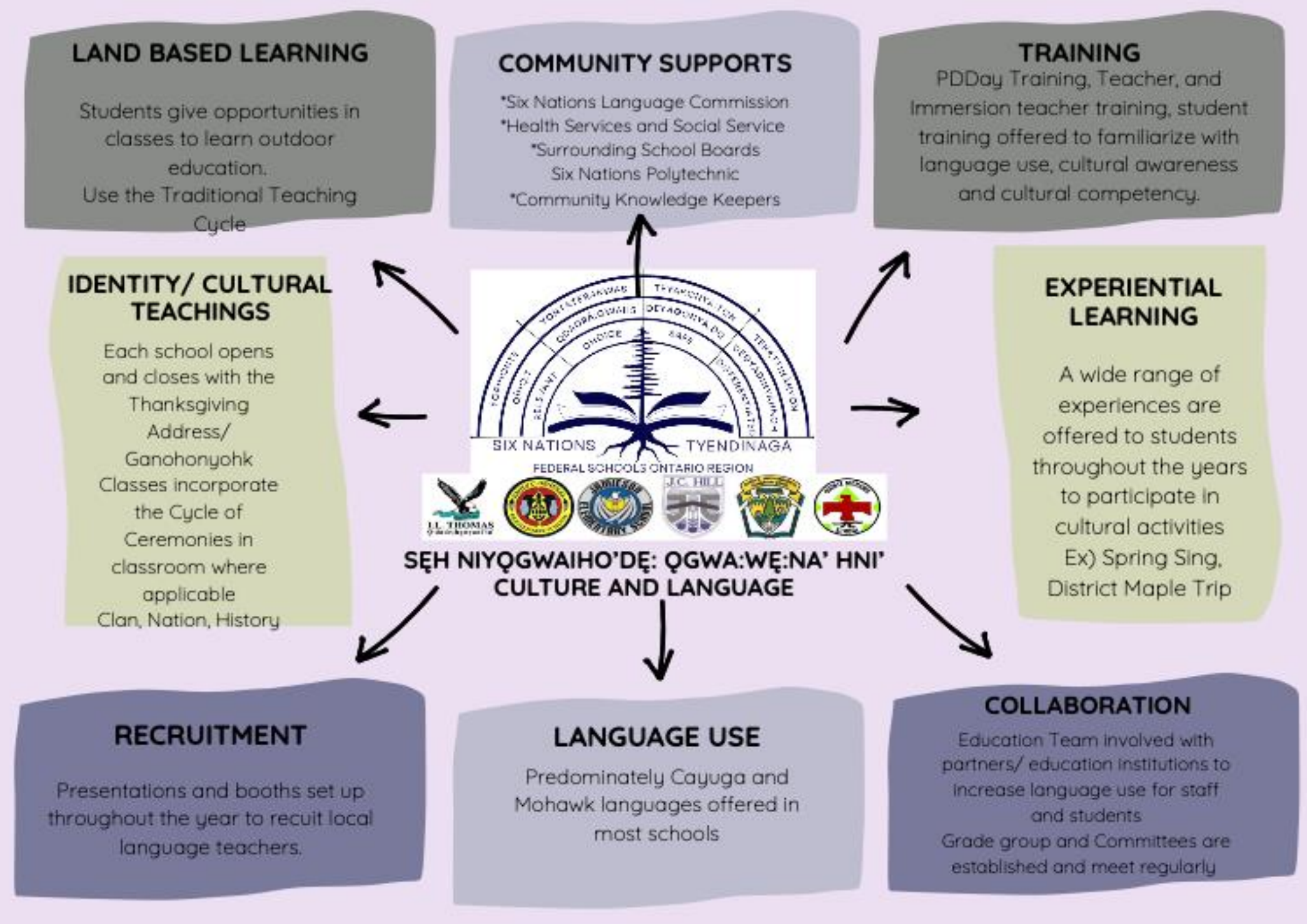
Tyendinaga:

Quinte Mohawk School
1642 York Road
Deseronto ON
K0K 1X0
613 966 6984



Culture and Language at the Federal Schools

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Ontario Federal Schools LONG RANGE PLANS FOR CULTURE AND LAND BASED LEARNING Traditional Knowledge Teaching Cycle Curriculum Alignment Document

Scan QR to access the Traditional Knowledge Teaching Cycle



The **Traditional Knowledge Teaching Cycle Curriculum Alignment Document** supports educators to integrate Ontario curriculum expectations into the Cycle of Ceremonies at Six Nations. The document includes monthly teachings, ceremonies and speeches, wampum, Traditional Value words, important historical figures, outdoor education connections, and available community supports.

District Sing Recordings 2024-2025



This QR code links to recordings from the **Six Nations District Sing 2024–2025**. Students from schools across the territory come together to participate in social songs, dancing, and cultural celebration, strengthening connections to Haudenosaunee language, traditions, and community

Traditional Values Monthly

September: Peacefulness Mohawk: Skén:nen Cayuga: Sgę:nq'	October: Strength in Unity Mohawk: Ka'shatshénhsra Cayuga: Gashásdęhsra'
November: Compassion Mohawk: Atennitéhtshera Cayuga: Adęnidęqhsra'	December: Good mind Mohawk: Ka'nikonhri:yo Cayuga: Ga'nigqhi:yo
January: Good words Mohawk: Karihwi:yo Cayuga: Gaihwí:yo:	February: Kindness in Speaking Mohawk: Kawennaná:wens Cayuga: Awęnqhaó'dę
March: Use of Native Language Mohawk: Onkwehonwe'néha Cayuga: qgwehqwénęha:	April: Truthfulness Mohawk: Kariwakwarishyóntshera Cayuga: Odrihwagwáihsyq:
May: 7 Spans of Thickness of Skin Mohawk: Tsá:ta niyonweyohkará:keh Cayuga: Ja:dahk niyoweyohgá:geh	June: Kindness and Caring Mohawk: Kanonronhkwá:tshera Cayuga: Ganq:kwáhsra'



Traditional Value Words
Poster in Mohawk



Traditional Value Words
Poster in Cayuga

The **Traditional Values** are foundational to the culture, climate, and identity of Ontario Federal Schools. Rooted in Haudenosaunee teachings and language, these values guide student learning, relationships, and behaviour across all schools and classrooms. They serve as a framework for character education, progressive discipline, and restorative practices, helping students develop respect, empathy, responsibility, honesty, and community-mindedness. Displayed prominently throughout the district and embedded in daily school life, the Traditional Values promote a safe, inclusive, and culturally grounded learning environment where students are encouraged to live the teachings through both words and actions.

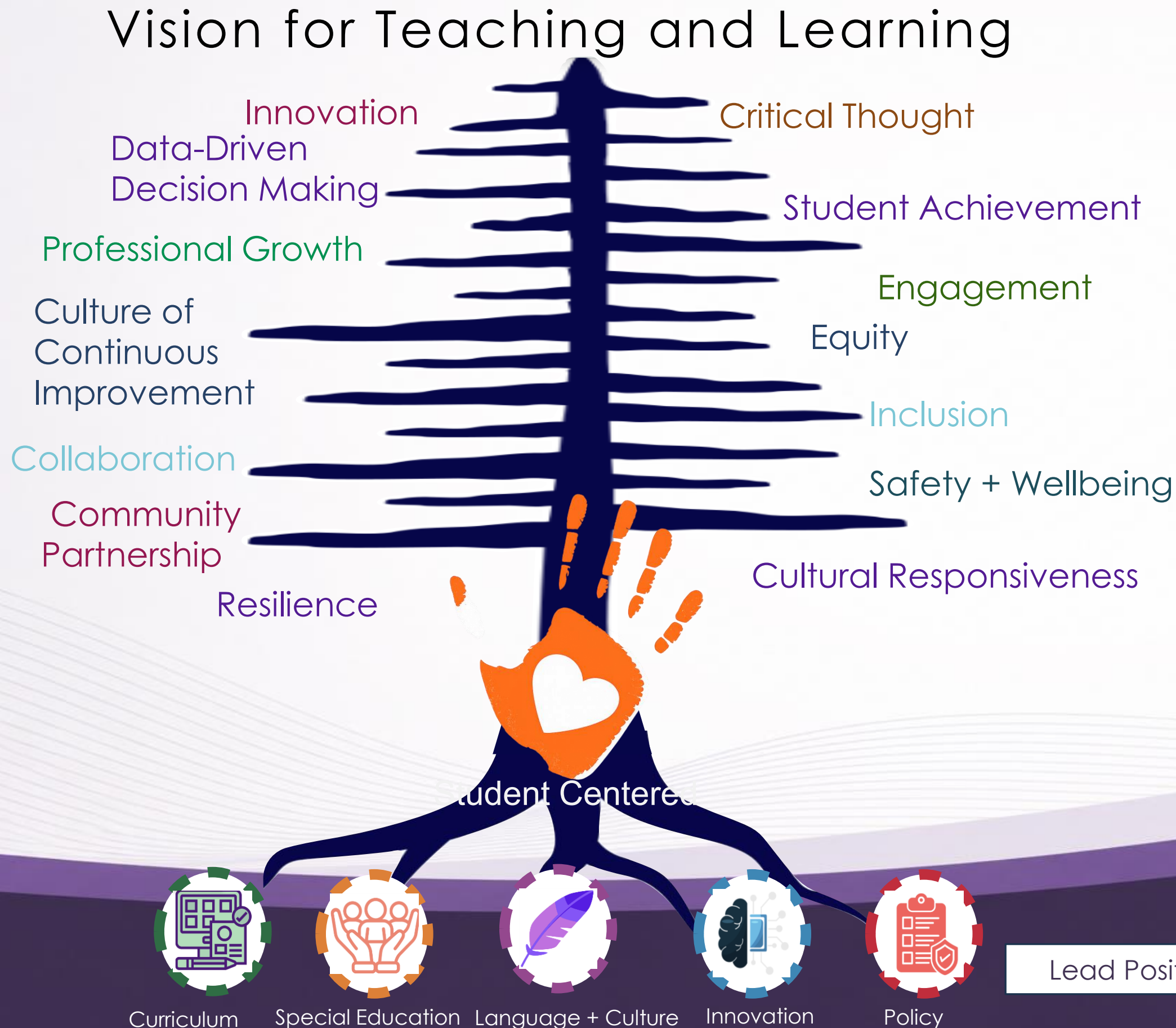
Fostering Student Success Rooted in Strong Pedagogical Leadership

Strength in Unity Ka'shatshénhsera/ Gashásdehsra'
The Federal School Leads are like the roots of a tree,
essential for growth, stability, and success.

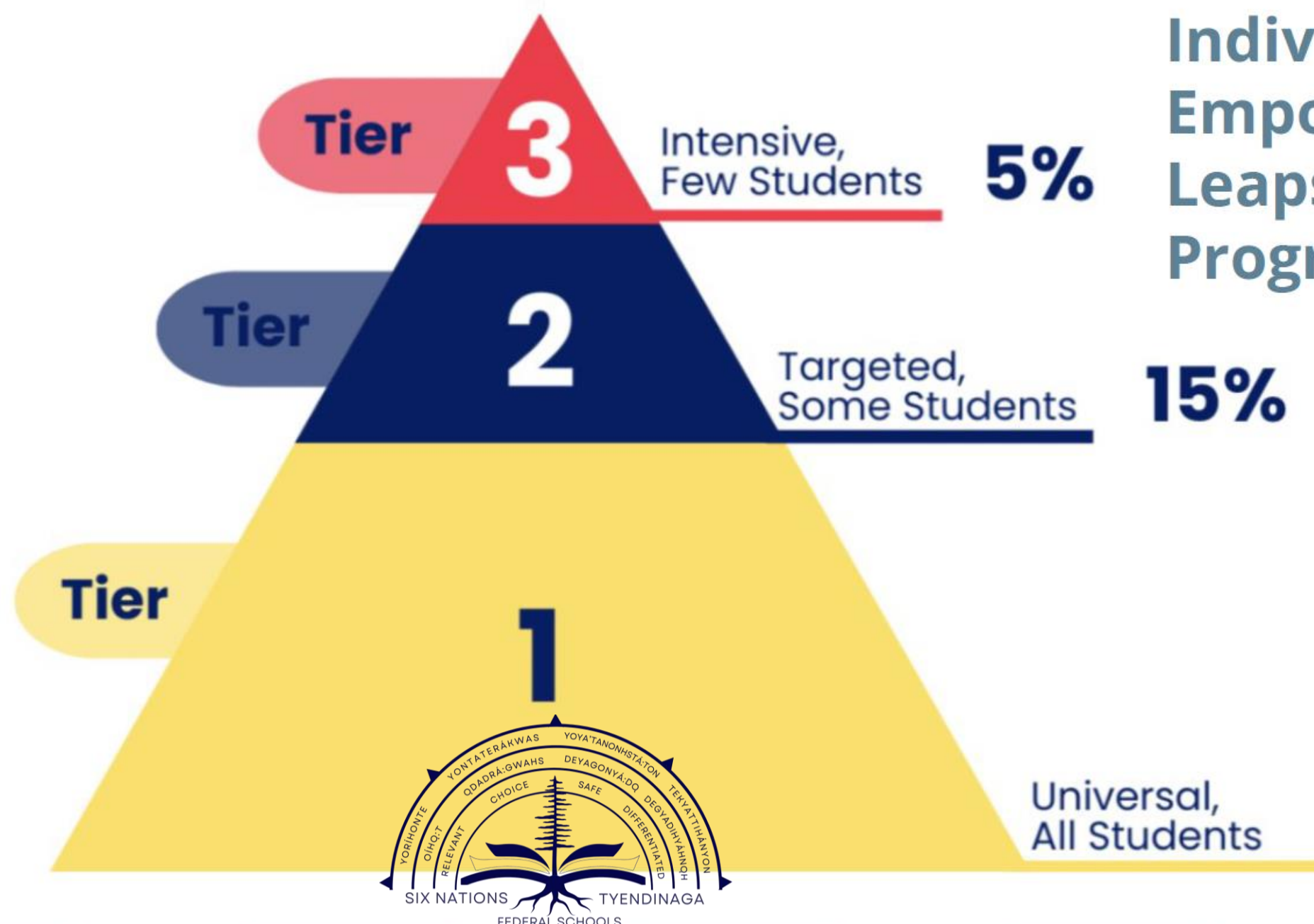
Key roles:

- Curriculum: Strong academic foundation.
- Culture & Language: Embedded Haudenosaunee culture.
- Special Education: Supports an inclusive environment for all students.
- Policy: Ensures equity and compliance.
- Innovation: Advances technology and strategy.

These roles work together, providing direction and cohesion, much like roots sustain a tree.



Multi-Tiered Systems of Support (MTSS)



Individualized
Empower or Great
Leaps in Reading
Programming

Targeted small group UFLI
Lessons based on Core
Phonics Diagnostic
Assessment

UDL instructional
programming using
at grade level UFLI
scope and sequence

Acadience Universal
Screeners

School-Wide
Assessment
System

Data-Based
Decision
Making

Collaborative
Problem
Solving

Professional
Learning

Exceptionalities Summary for Ontario Federal Schools 2024-2025

Students with Exceptionalities by division		Exceptionality by Category	Total
Primary	19	Behaviour	8
Junior	25	Autism	21
Intermediate	44	Deaf and Hard of Hearing	3
Total	88	Learning Disability	30
		Lang. Impairment	1
		Mild Intellectual Disability	18
		Developmental Disability	4
		Physical Disability	3

***Ontario Federal Schools have adopted an inclusive classroom model in which students with exceptionalities learn alongside their peers within the regular classroom setting, supported through differentiated instruction and targeted supports.*

Exceptionalities

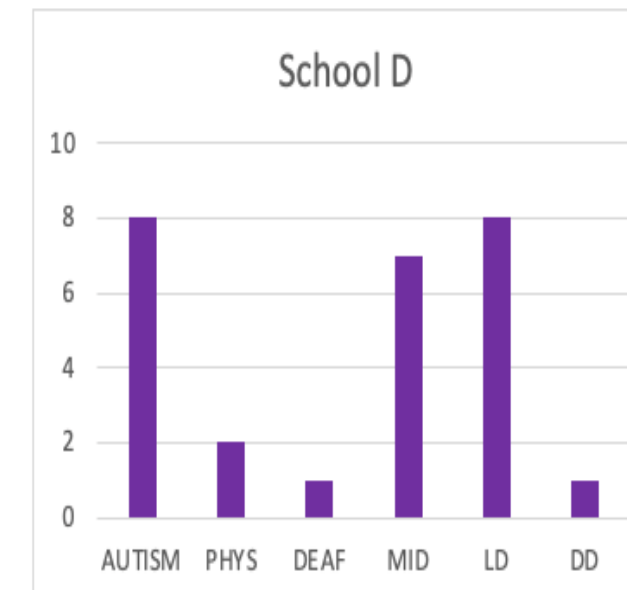
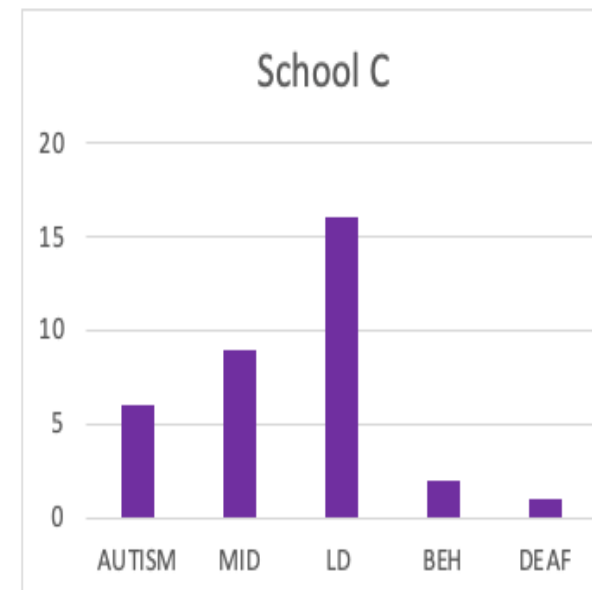
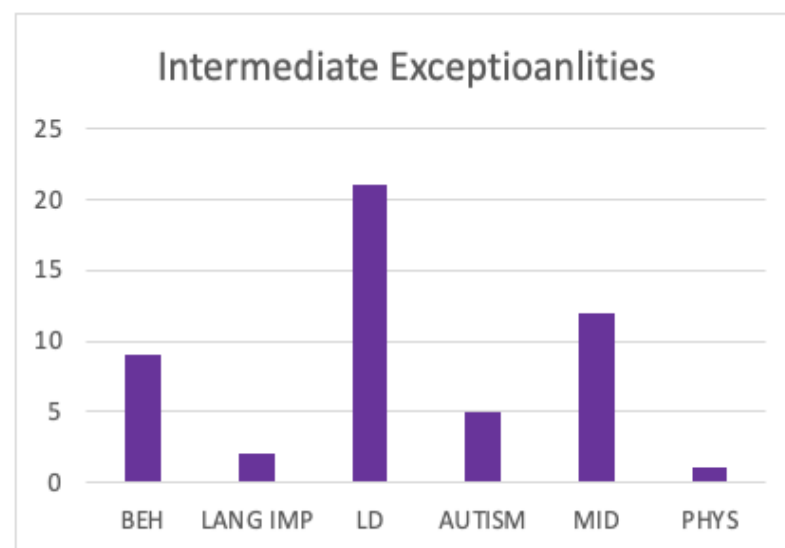
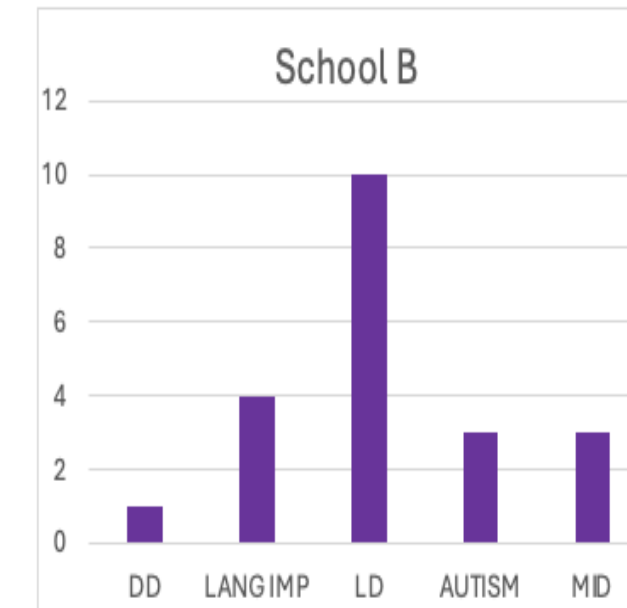
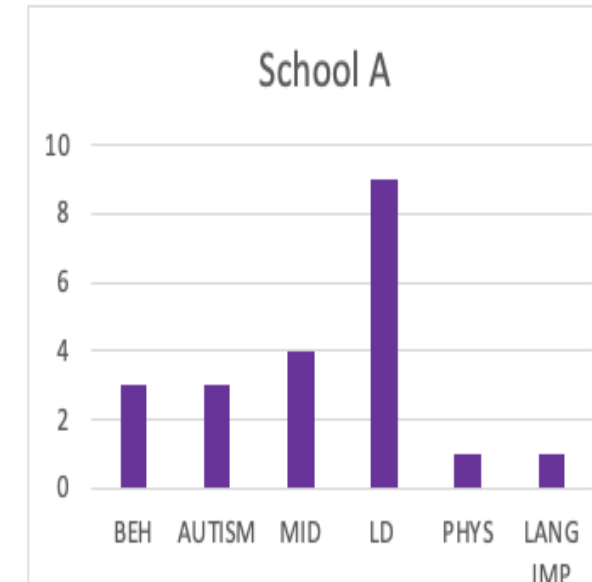
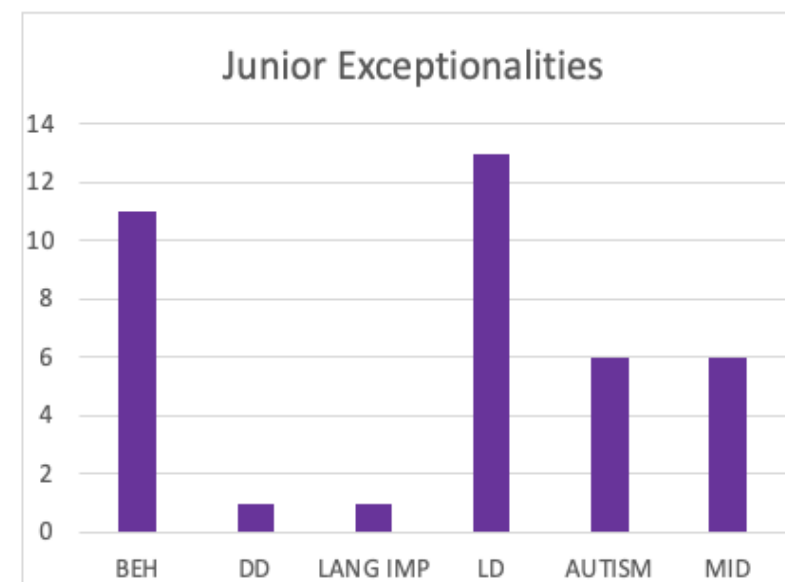
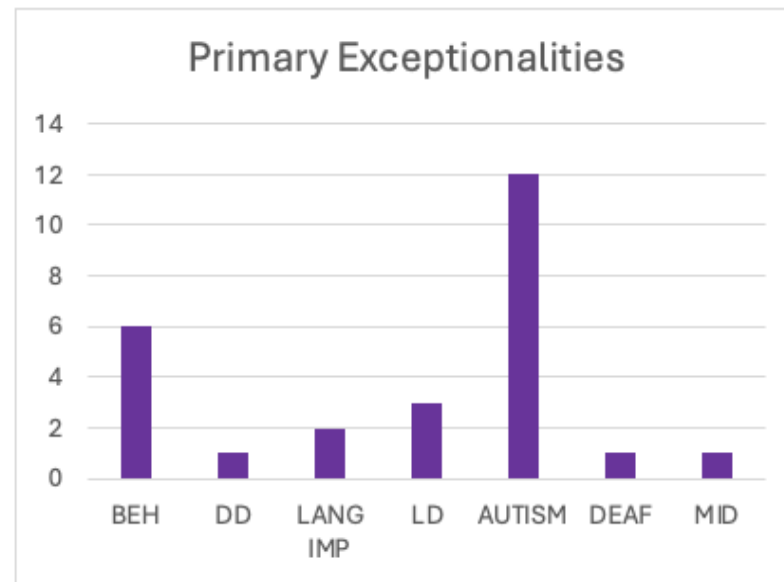
Exceptionalities by School June 2025

18

Federal Schools Total Exceptionalities by Division June 2025

LEGEND	
BEH	Behaviour: Behaviour
AUTISM	Communication: Autism
DEAF	Communication: Deaf and Hard of Hearing
LD	Communication: Learning Disability
MID	Intellectual: Mild Intellectual Disability
PHYS	Physical: Physical Disability
DD	Developmental Disability

June 2025



10 Psychoeducational Assessments were delivered through ISC funding in the 2024-2025 year.

20 Psychoeducational Assessments have been made available by Health Services.

Students Achieving at or Above Grade Level in Reading June 2025

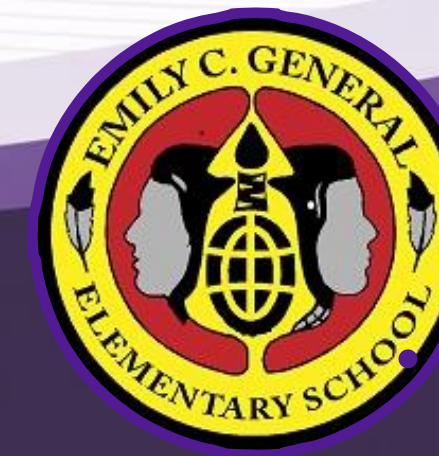


Grade Level		
Kindergarten	35.8%	35.8%
Grade 1	38.6%	44.9%
Grade 2	50.5%	
Grade 3	45.6%	
Grade 4	89.2%	80.5%
Grade 5	72.7%	
Grade 6	79.6%	
Grade 7	28.5%*	37.2%*
Grade 8	45.9%*	
*Manual Data Entry and Incomplete Data		

2024-2025 EQAO Participation



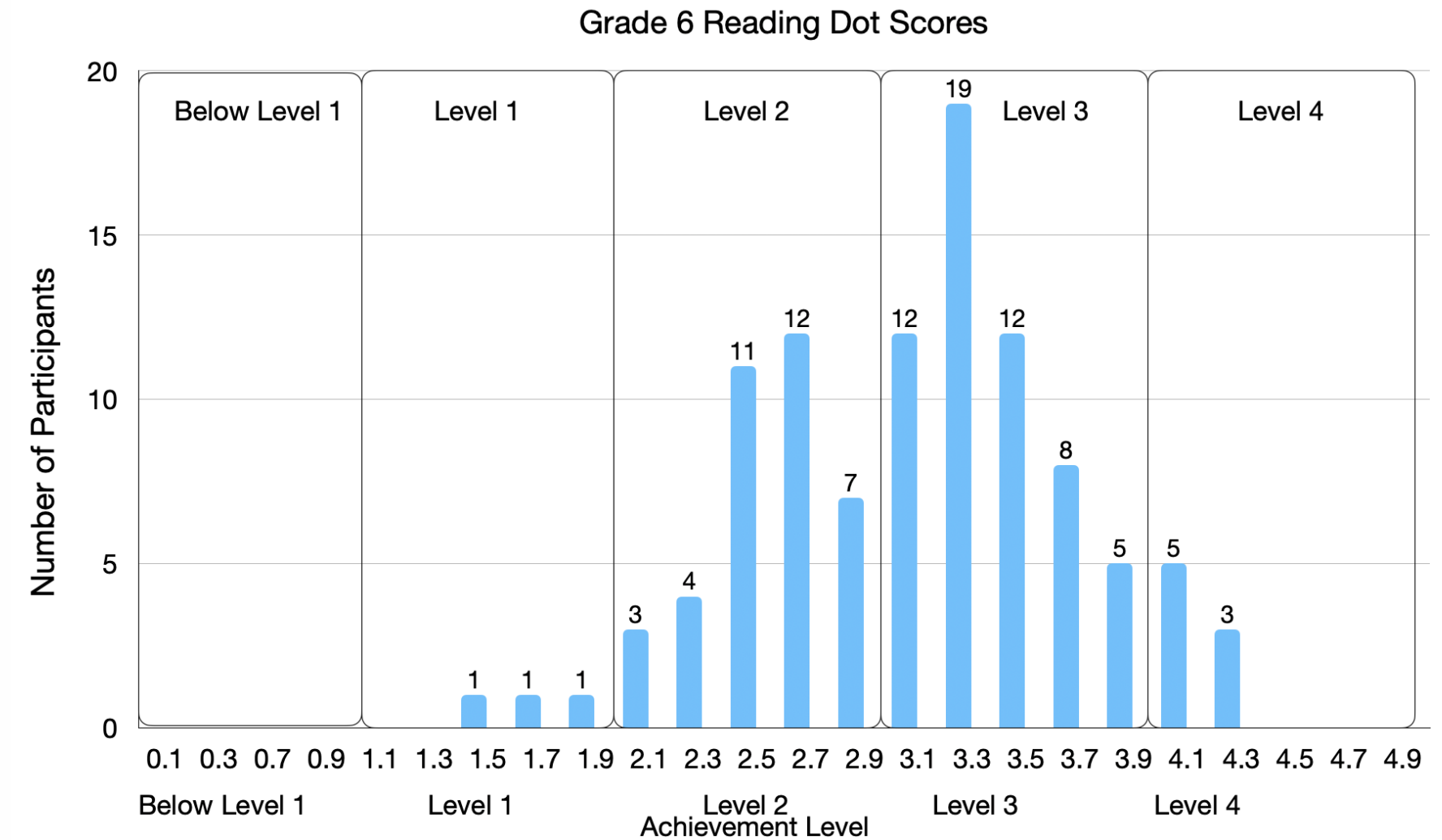
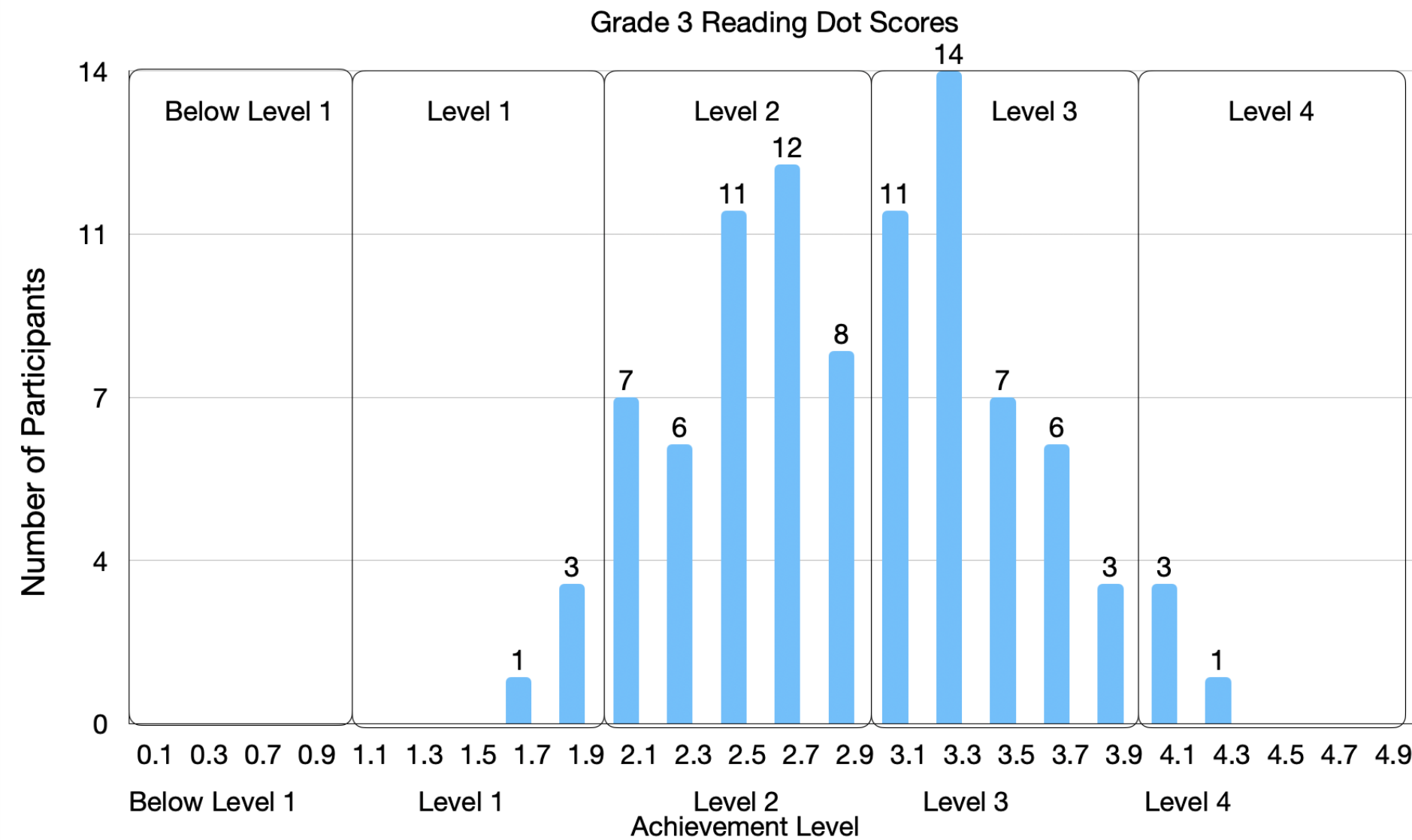
Year	Grade	Total
2023-2024	Grade 3	93
	Grade 6	106
2024-2025	Grade 3	93
	Grade 6	108



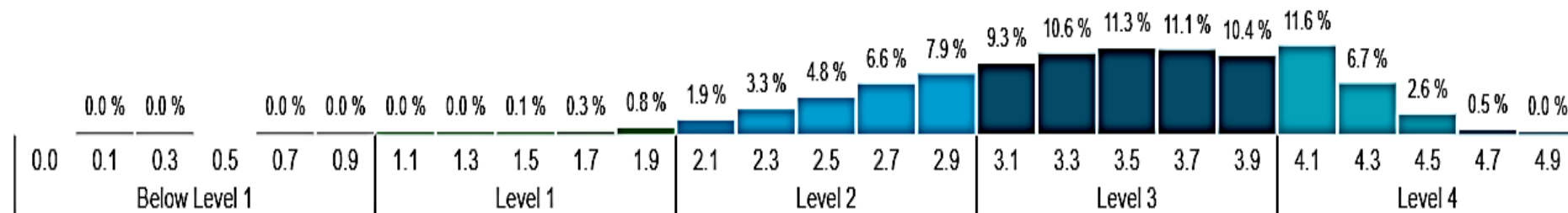
Grade 3			20
School	23/24	24/25	
ILT	17	26	
OMSK	37	28	
JCH	22	27	
ECG	17	12	
Grade 6			
School	23/24	24/25	
ILT	25	16	
OMSK	38	34	
JCH	28	34	
ECG	15	24	

EQAO Results Distribution Graphs by Level of Achievement

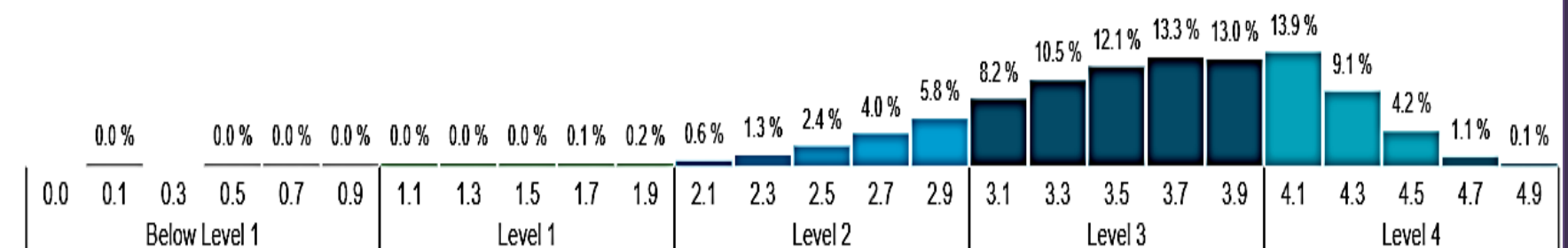
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Results by Achievement at Provincial Level



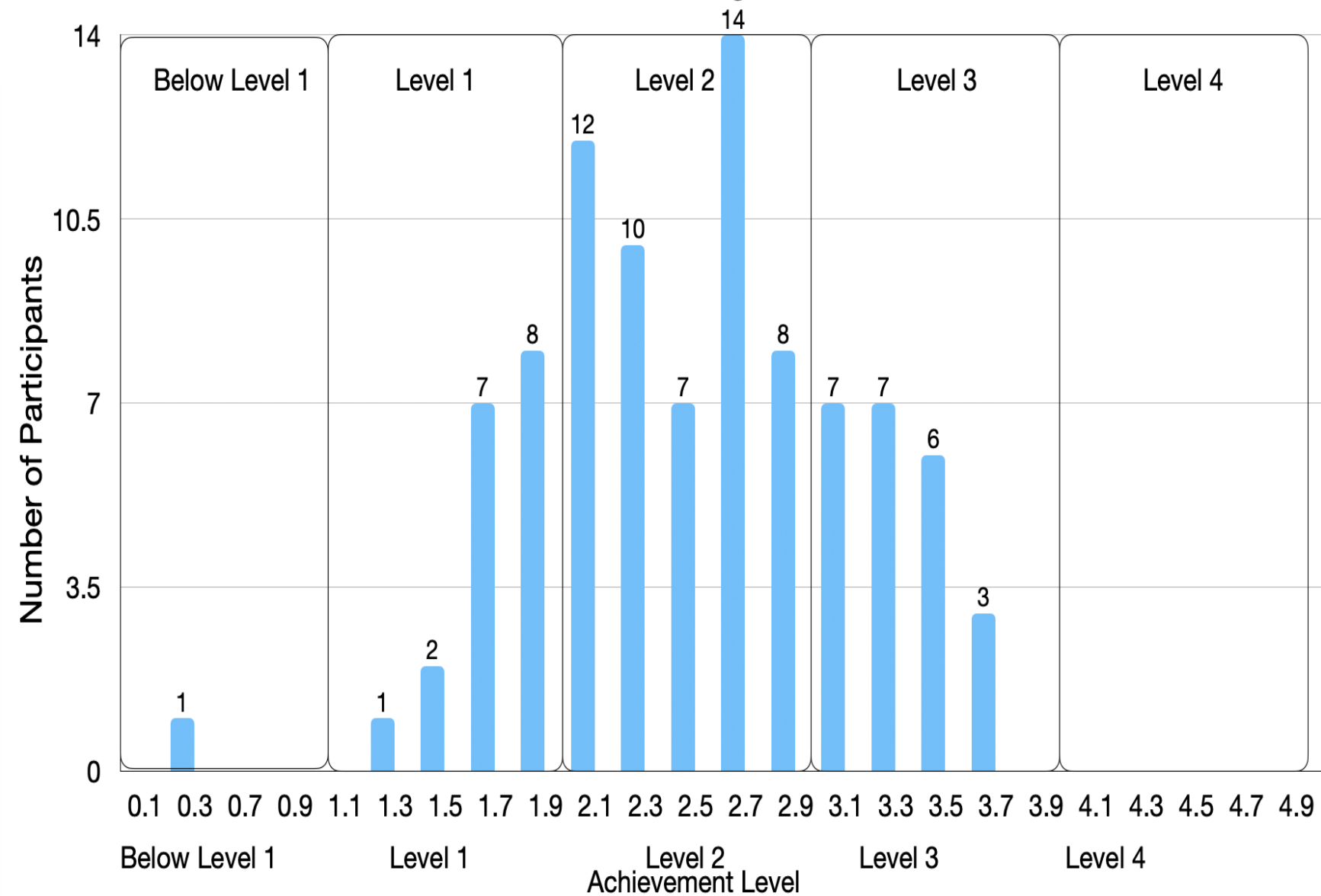
Results by Achievement at Provincial Level



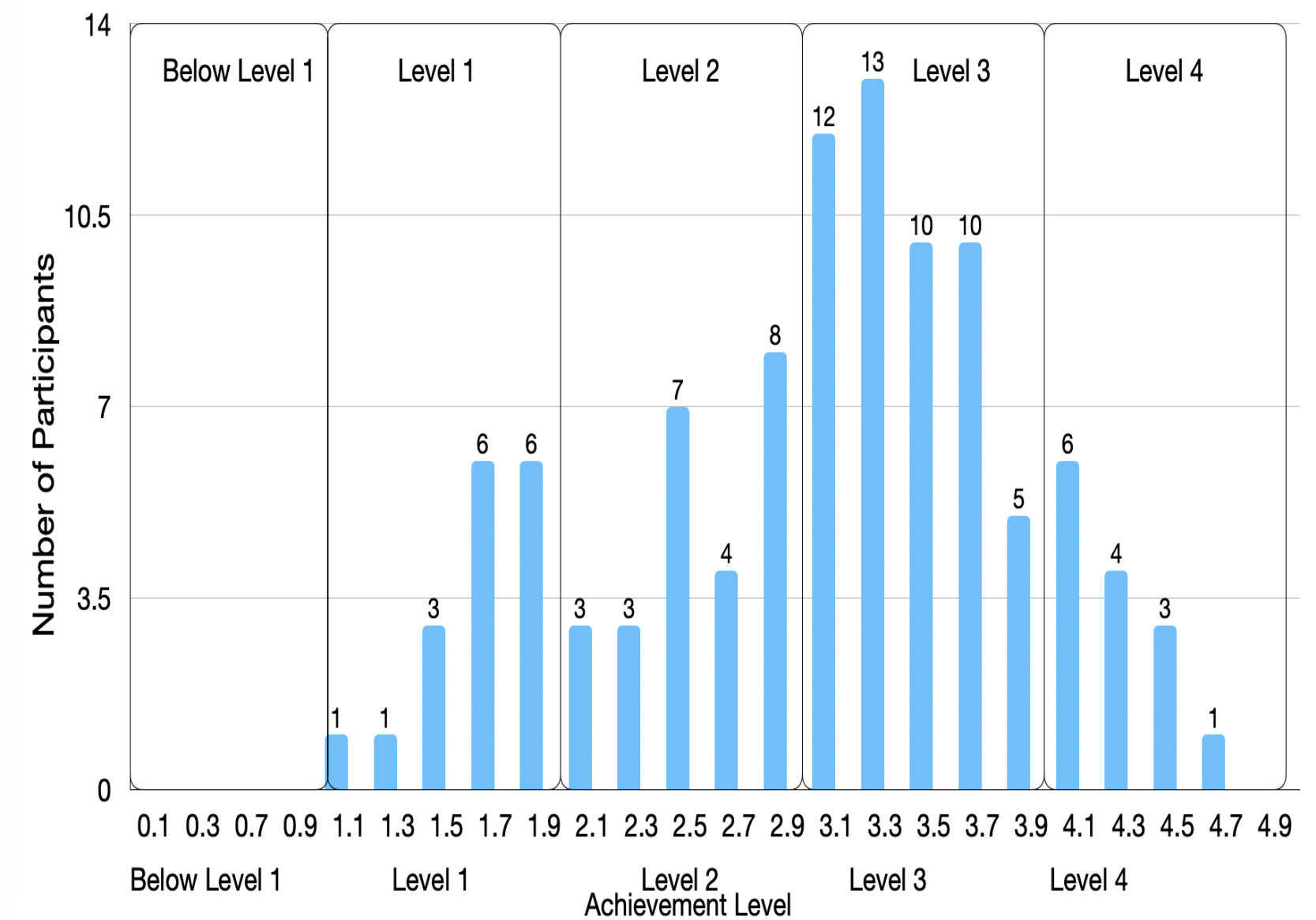
EQAO Results Distribution Graphs by Level of Achievement

22

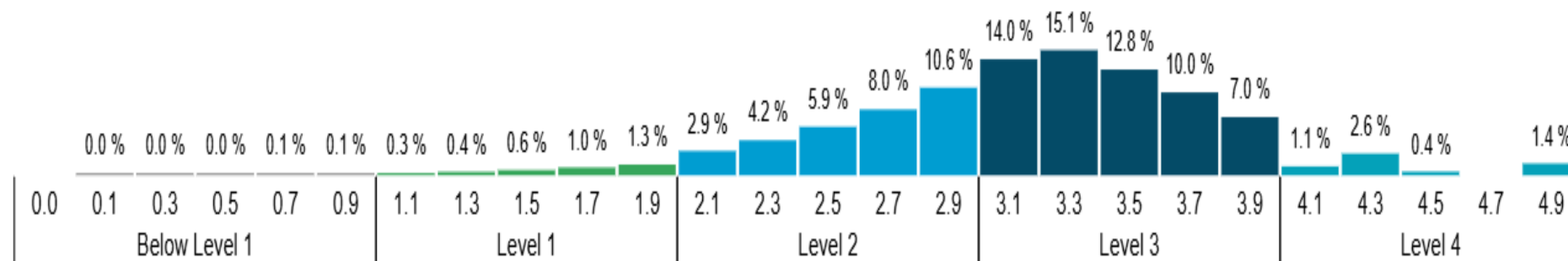
Grade 3 Writing Dot Scores



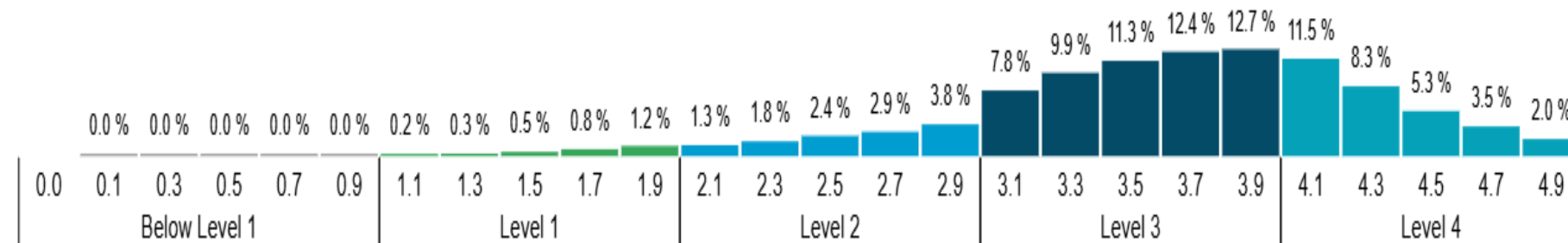
Grade 6 Writing Dot Scores



Results by Achievement at Provincial Level

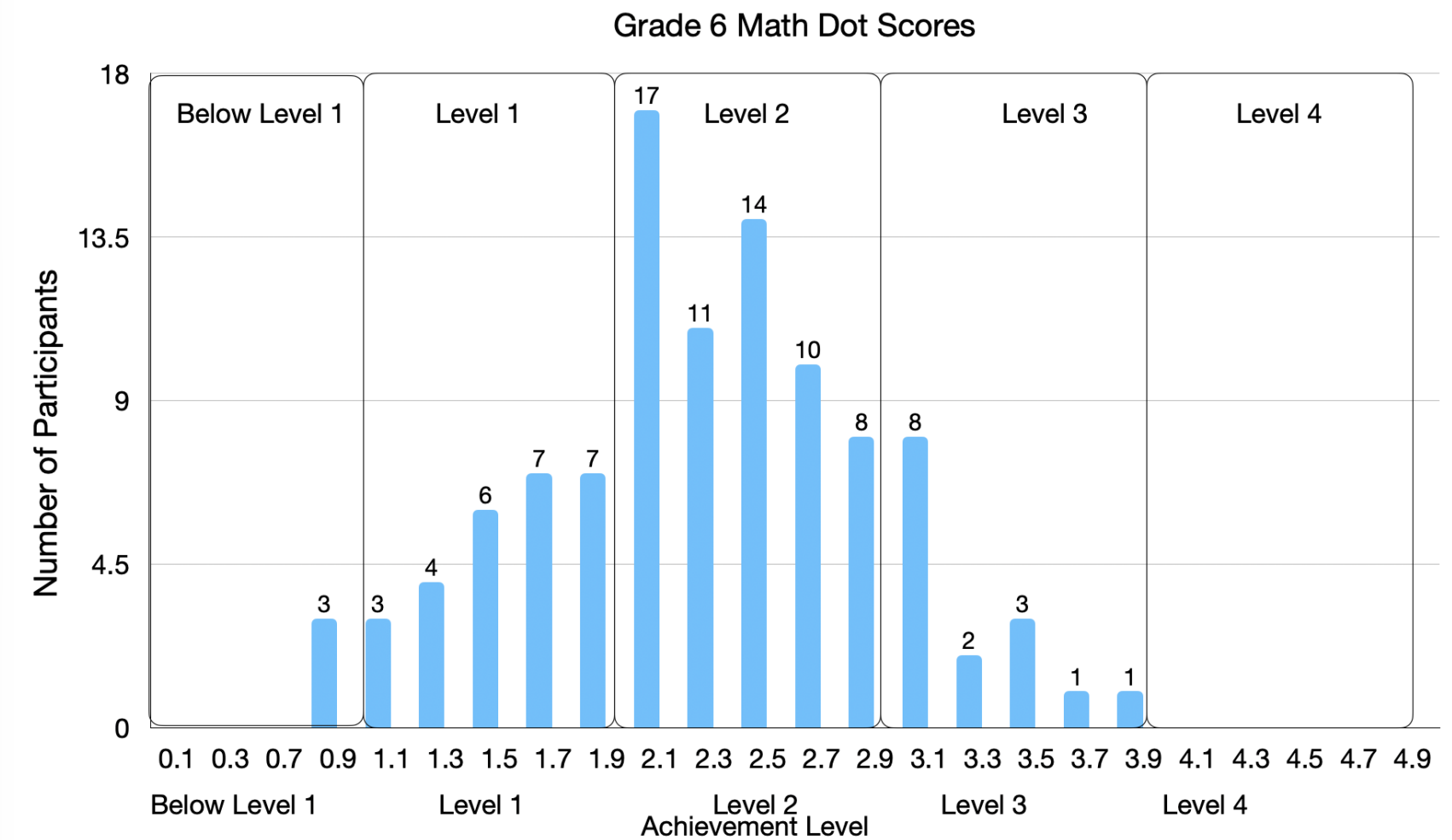
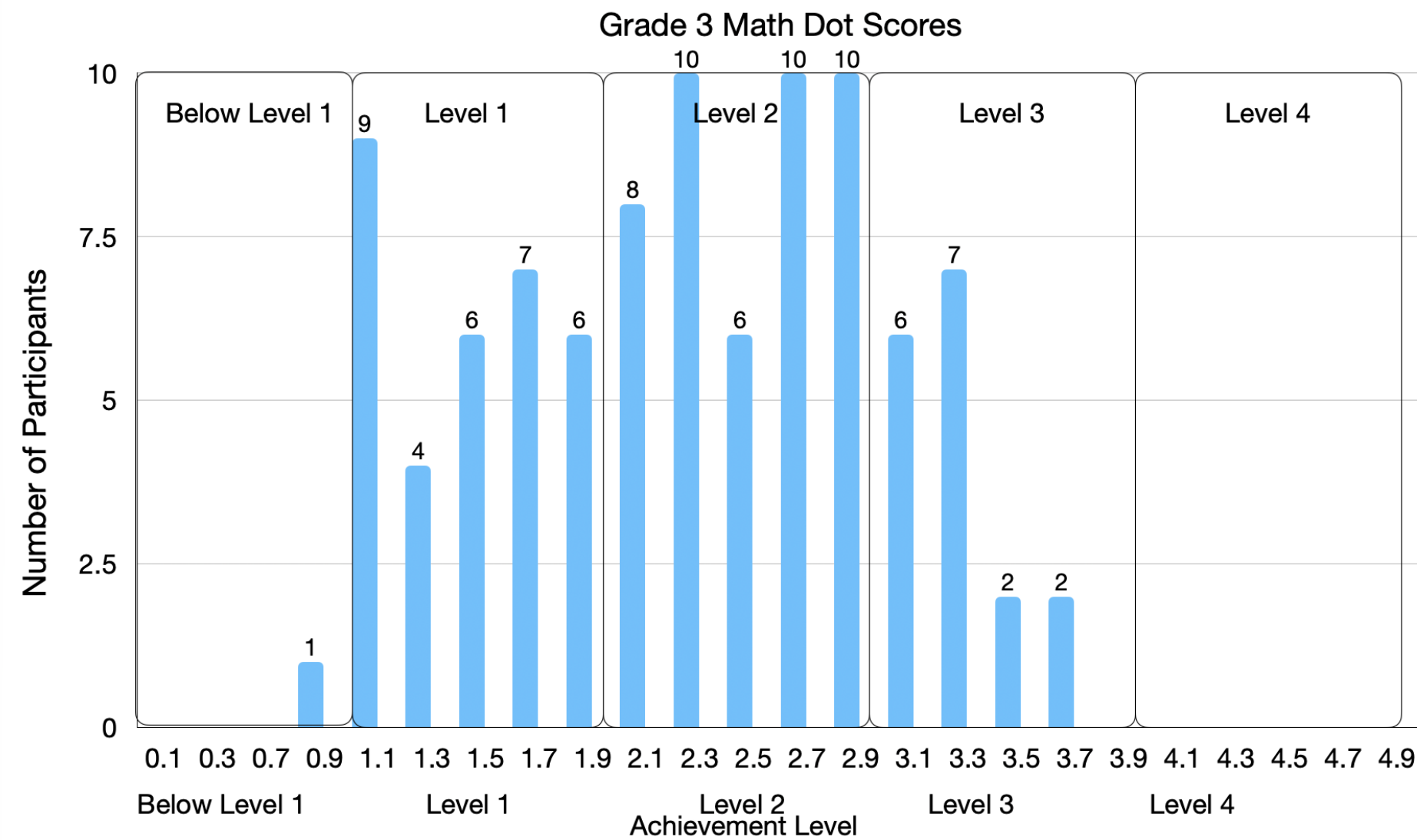


Results by Achievement at Provincial Level

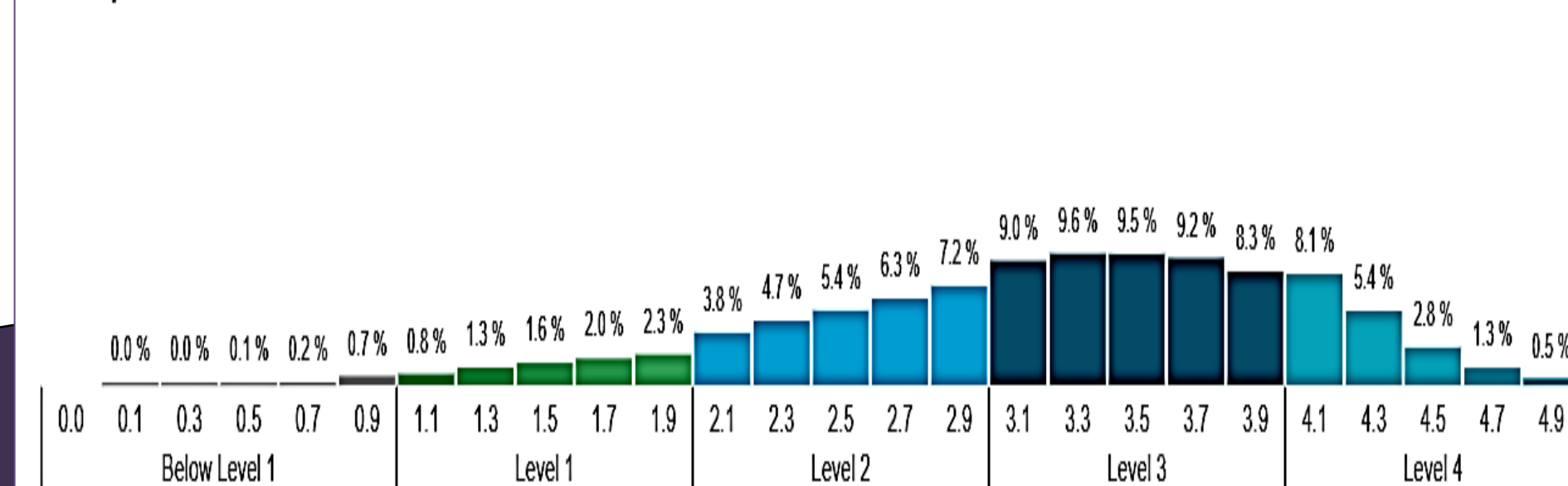


EQAO Results Distribution Graphs by Level of Achievement

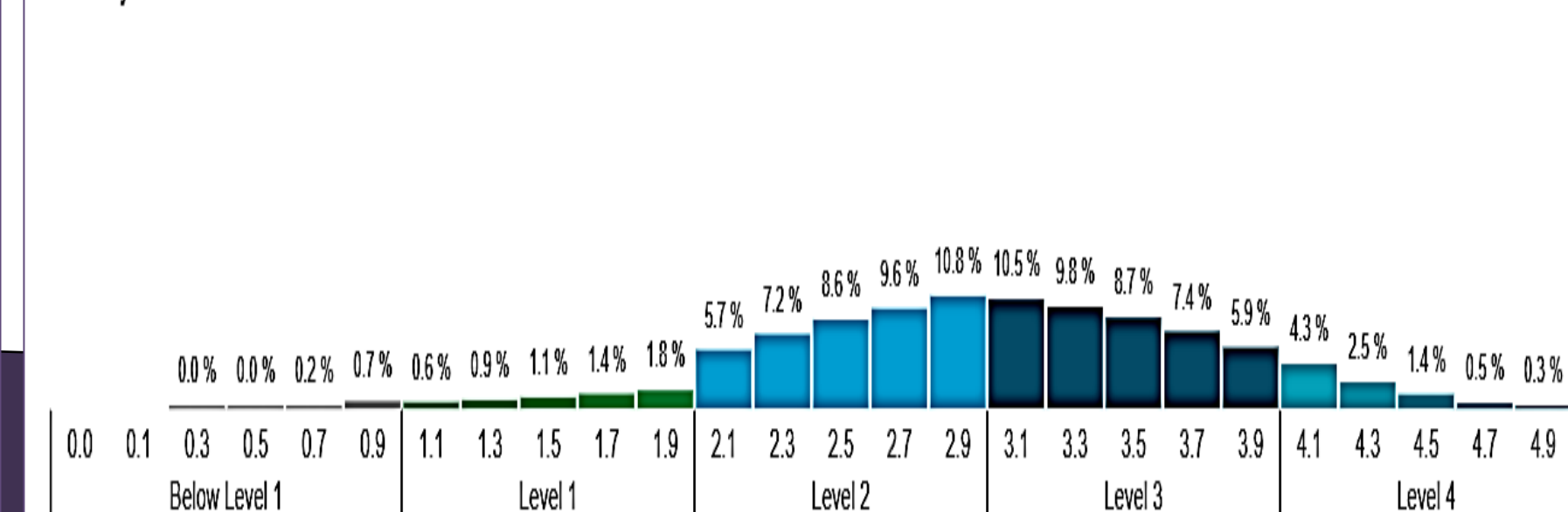
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Results by Achievement at Provincial Level



Results by Achievement at Provincial Level

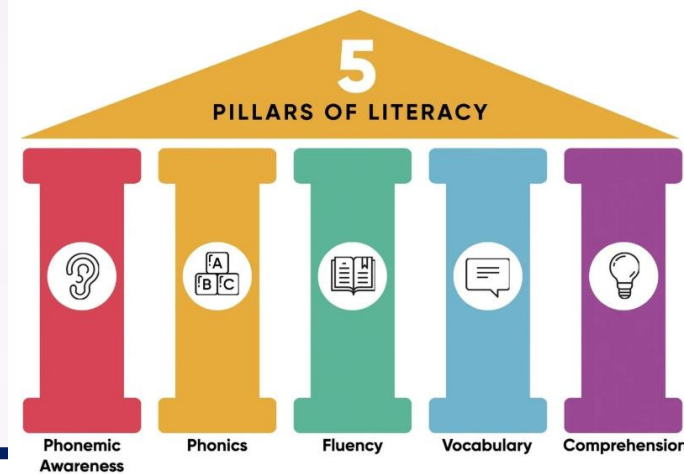


Pandemic Impact on EQAO Scores

Educational Impact of COVID-19 Pandemic for Ontario Federal School Learners

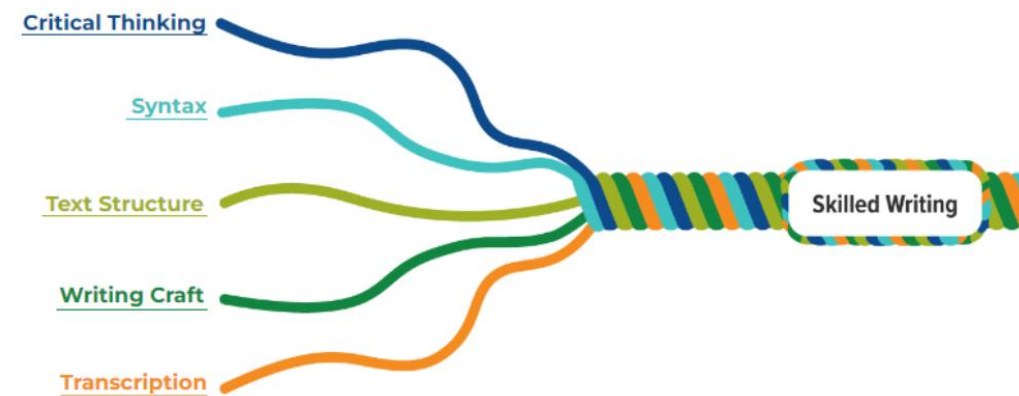
Impacted EQAO Cohorts: Grade 3 and 6			
School Year	Grade 3 Cohort (tested 2025)	Grade 6 Cohort (tested 2025)	Pandemic Impact
2019–2020	Not yet in school	Grade 1	School closures begin March 2020
2020–2021	JK	Grade 2	Schools closed; Full online learning year
2021–2022	SK	Grade 3 (Did not write EQAO)	First half Hybrid learning /Second Half in-person learning
2022–2023	Grade 1	Grade 4	Return to full time in-person learning/ Virtual Academy option
2023–2024	Grade 2	Grade 5	Stabilized learning environment
2024–2025	Grade 3 EQAO	Grade 6 EQAO	Assessment year

Strategic Planning Based on EQAO Results



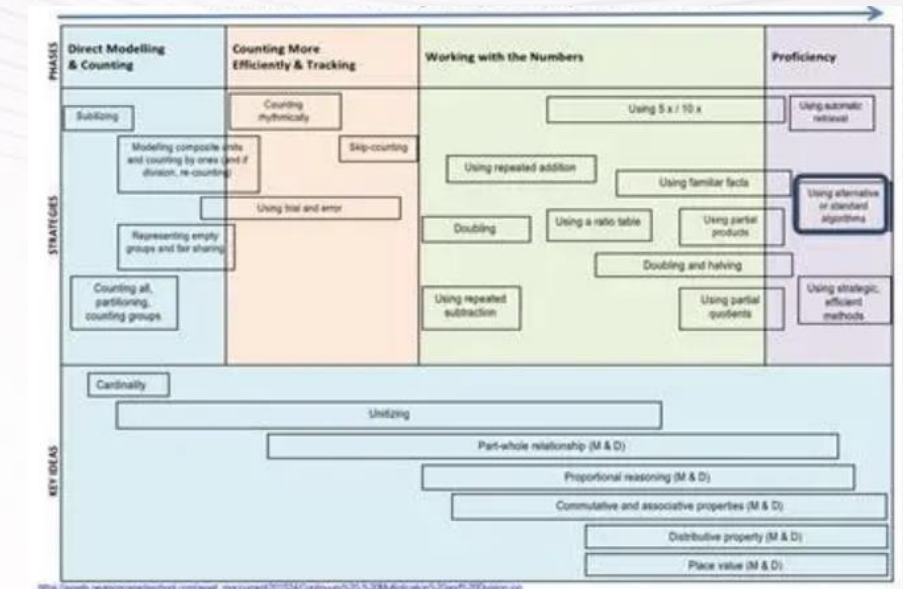
Reading

- Implementation of the Science of Reading researched programming informed by the Right to Read Report
- Mandatory daily systemic and explicit instruction in reading for all students using UFLi, Rewards, Heggerty and Secret Stories programs
- Acadience Universal Reading Screening implemented for all students K–8
- Implementation of a Multi-Tiered System of Support to ensure targeted reading support for all learners.
- Daily mandatory small group instruction in reading
- Empower Reading programming for Tier 3 students and Great Leaps intervention for students with learning disabilities.



Writing

- Strategic implementation of the Writing Revolution method for improved writing instruction across all grade levels
- Literacy Leads at each school are working to **create** PLCs focused on improving writing skills for all students
- Writing is a district-wide focus in professional development and Grade Group planning



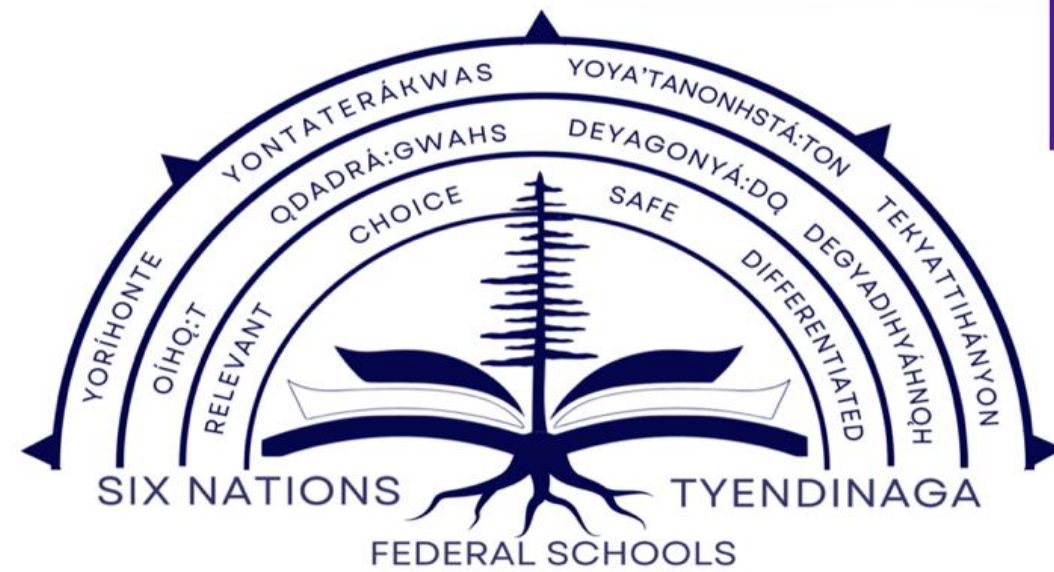
Mathematics

- Focus on Fact Fluency and building strategic and flexible thinking in number sense
- Exploration of new curriculum-aligned programming
- Acadience Universal Math Screening pilot for K-1
- Focus on developmental trajectories in number sense
- Math is a district-wide focus in professional development and Grade Group planning

Multi-Year Strategic Plan

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<https://ontariofederalschools.ca/planning/5yrplan.pdf>



Six Nations Community Schools

5 Year Plan 2022-2027

Ontario Federal Schools



Strategic Planning Priorities 2024-2025

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



Literacy

Targets:

- Fully train teachers to use Acadience Reading Survey to determine a level of reading proficiency
- Implement the use of a Multi-Tiered (MTSS) for those students at risk of reading difficulties
- Implement the use of CORE Phonics, a diagnostic to assess decoding and/or language comprehension issues

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

Numeracy

Targets:

- Continue to use Mathletics and Math Seeds as a supplementary resource for math programming.
- Pilot the use of a benchmark assessment for early learning in mathematics
- Pilot the digital Mathology resource

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

Language & Culture

Targets:

- Report cards to include the Traditional Values
- Provide language programs for all staff with ongoing professional development
- Establish Cayuga/Mohawk NSL Development and Distribution Centre
- District-wide Cayuga/Mohawk NSL curriculum development

Priority: Enhance system-wide digital communication and learning by modernizing online platforms, streamlining communication tools, and building staff and student capacity in the

Technology

Targets:

- Continue the development of the www.ontariofederalschools.ca. Design and revitalize all content on the website
- Discontinue the use of School Messenger Chat
- Continue to build competence and confidence with staff and student use of Brightspace as our LMS and other learning platforms.

Literacy Programming

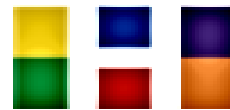
Universal Screening

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.



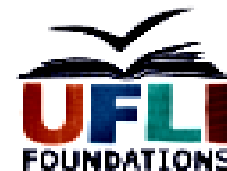
Heggerty Phonemic Awareness

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.



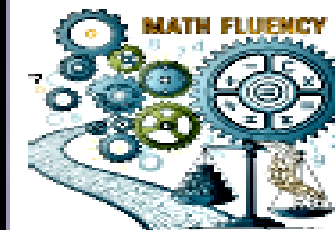
Daily Math

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.



Numeracy Programming

Federal Schools Absenteeism Rates

Division	Students	Total Absences	Absenteeism Rate (%)	Avg Days Absent per Student
Kindergarten (JK–SK)	184	6,067.0	16.7%	33.0 days
Primary (Grades 1–3)	348	10,739.5	15.6%	30.9 days
Junior (Grades 4–6)	403	12,585.5	15.8%	31.2 days
Intermediate (7–8)	251	9,472.5	19.1%	37.7 days

District Absenteeism Rate:

- 16.6% of missed time**
- The average student missed about 1 in every 6 school days in the 2024-2025 school year
- This works out to about 33 days absent per student, on average.

Absenteeism increased steadily throughout the school year, with the lowest rates in September and the highest in June. Throughout the 2024-2025 school year, total absences increased by approximately 139% district-wide. This sharp rise toward the end of the year underscores a consistent pattern of declining attendance as the school year progresses

**Note: Students attend school for 186 days per year*

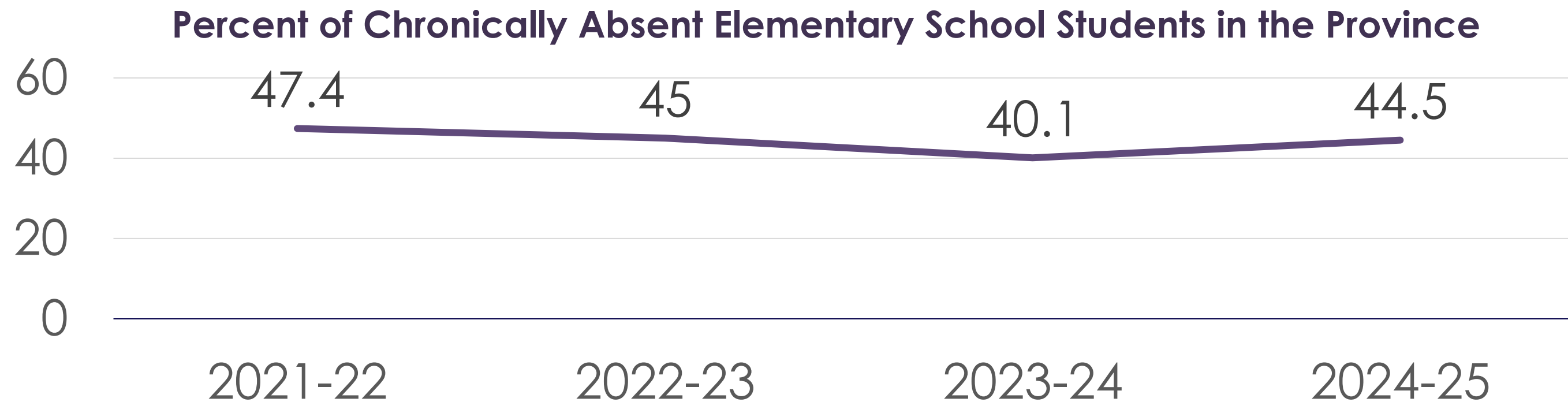
Chronic absenteeism is defined as missing 10% or more of days. This is approximately 18.5 or more missed school days annually in a typical school year.

Six Nations Federal Schools

59.6% Chronic Absenteeism Rate

In the 2024-2025 School Year, **764** students across the Six Nations Federal Schools were chronically absent.

Chronic Absenteeism Rates in Comparison with Data from Provincial Schools



Average Number of Late Arrivals per Student in each Grade Level in the 2024-2025 School Year

JK	SK	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
25.7	23.4	27.8	26.9	21.5	22.8	21.3	20.2	22.1	21.7
*No provincial data available for comparison									

District-wide late arrivals show a clear seasonal trend: the fewest occur in September, increase sharply in October, stabilize through the winter months, and then peak dramatically in the spring (April–May) before tapering off in June.



	2023-2024	2024-2025	Comparison
Total Incidents	1874	1379	Incidents ↓ 26.4%
Total Suspensions	135	82	Suspensions ↓ 39.3%
20 Day Suspension Pending Expulsion	2	0	↓ 100%
Total Expulsions	2	0	↓ 100%

- There is less than 1% chance of an incident occurring for any given student on any given day.
- 99.4% of student-days occurred without incident
- The average student experienced approximately one incident across the entire school year with most students went the entire year without involvement with an incident.

Prevalence of Incident-Free Days





Ted Nolan



The Six Nations Federal Schools were honoured to welcome Ted Nolan as our keynote speaker at our professional development day. Ted shared powerful messages about perseverance, teamwork, identity, Indigenous pride, and cultural connection. He spoke about recognizing and nurturing the unique gifts in every child, while emphasizing the importance of mental wellness, belonging, and self-worth.

Home and School Committees at each school play a vital role in strengthening the home and school partnership. These groups support student well-being, engagement, and school culture. They collaborate with school leadership to support school events, enrichment activities, fundraising initiatives, and family engagement opportunities that respond to local community needs.



2024-2025 Student Council Representatives at Oliver M Smith Kawennio

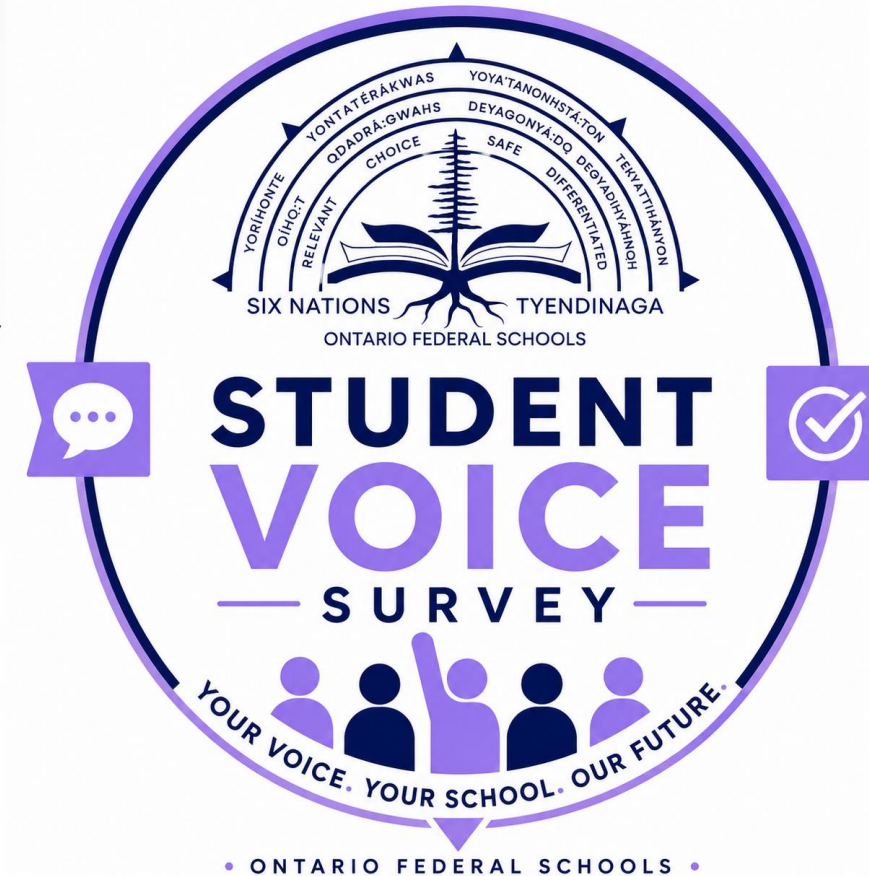
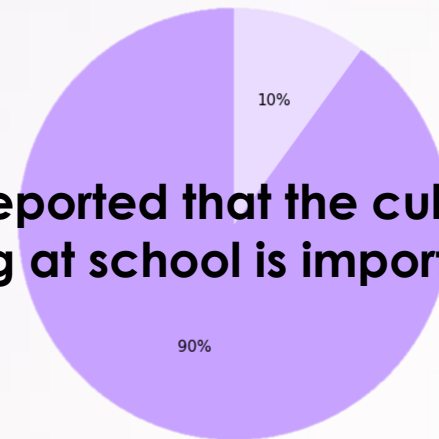
Each school maintains an active **Student Council**, providing structured opportunities for students to share their perspectives, influence decision-making, and contribute to school climate.



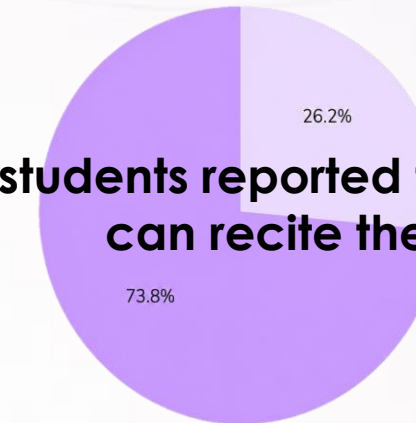
Student Absence and School Broadcast Messaging System

This year, with the full implementation of **School Messenger**, the Six Nations Federal Schools have worked to strengthen communication between home and school. School Messenger provides families with a centralized platform for reporting student absences. It also delivers automated attendance notifications, emergency alerts, and important updates. **Safe Arrival** enhances student safety by ensuring parents are quickly notified of all student absences and allows families to promptly follow up on through our automated communication systems

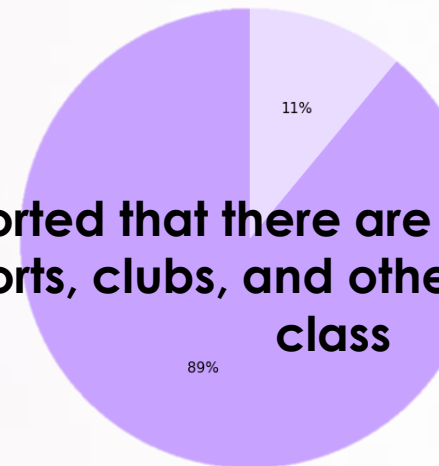
90% of students reported that the cultural content they are learning at school is important to them



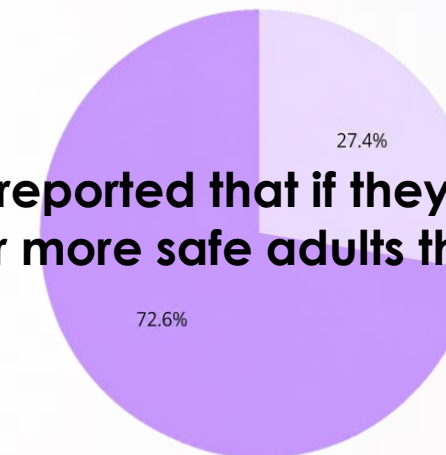
73.8% of students reported that they can or almost can recite the opening



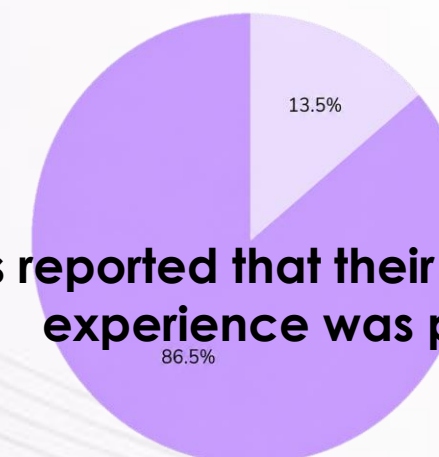
89% of students reported that there are lots of chances for students to get involved in sports, clubs, and other school activities outside of class



72.6 % of students reported that if they have a problem/ issue, they have one or more safe adults they can go to for help.



86.5 % of students reported that their overall elementary school experience was positive



38.1% of students reported that behaviours of other students does not disrupt their learning.



Primary Sports:

- Cross-Country
- Lacrosse
- Snowsnake

Junior and Intermediate Sports:

- Cross-Country
- Soccer
- Volleyball
- Badminton
- Basketball
- Snowsnake
- 3-Pitch
- Lacrosse

- The Six Nations Federal Schools delivers comprehensive, system-wide sports and extracurricular programming for students from Kindergarten to Grade 8
- Early years inclusion is intentional, with Kindergarten and primary student events planned whenever possible.
- Traditional and culturally grounded activities reflect a commitment to community connected learning.
- Events are hosted across all schools across Six Nations and community facilities, reinforcing collaboration with other schools on the territory.





The district operates as a **1:1 iPad learning** environment (K–8), ensuring equitable access to digital tools that support student productivity, accessibility, creativity and individualized learning for all students.

Classrooms are well-equipped with instructional technology, including **Apple TVs or inFocus boards** in every classroom, and **SMART Boards for Kindergarten to Grade 2**. The Federal Schools work to support interactive and developmentally appropriate learning experiences.



Brightspace (D2L) is our Learning Management System for all students from Kindergarten to Grade 8. This platform provides a consistent online learning environment, supports family engagement and transparency in student learning, and ensures a smooth transition to secondary school.



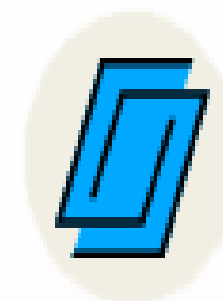
Acadience Universal Screener is a research-based digital literacy assessment tool that helps Ontario Federal Schools identify student strengths and learning needs, enabling early targeted intervention, and informed instructional planning.



Digital learning tools such as **Reading Eggs and Math Seeds** and (JK–3), as well as **Mathletics** (Grades 4–8) support reading and mathematics instruction through targeted, skill-based practice and engagement.



Project Read.ai is a new literacy initiative that complements UFLI assessment and progress monitoring practices. It supports teachers to aggregate ongoing performance data to deliver targeted, systematic reading instruction and timely intervention support aligned to individual student needs.



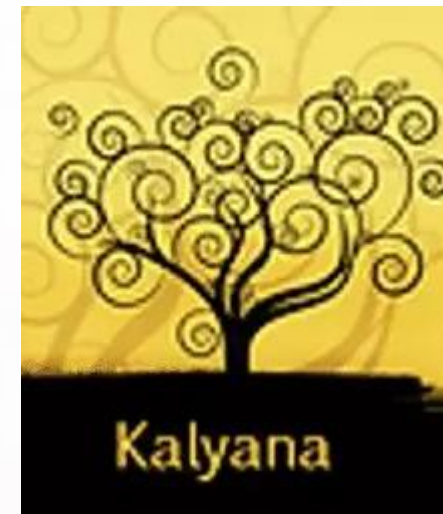
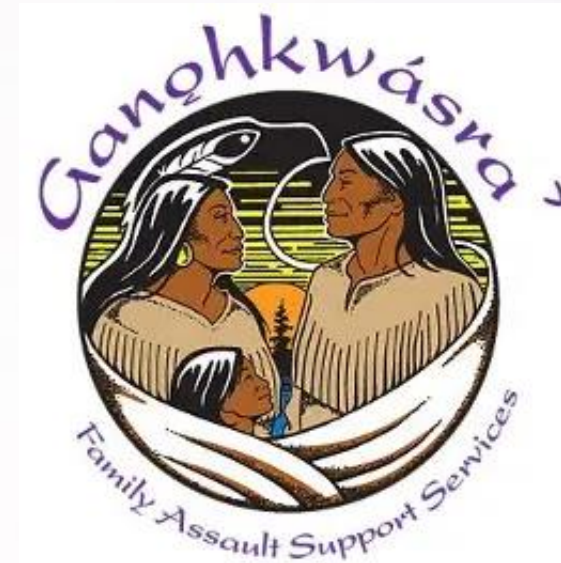
Nearpod is an interactive instructional platform that enhances student engagement across Ontario Federal Schools by providing educators with engaging lessons, real-time formative assessment tools, multimedia learning experiences, and data-driven insights to support differentiated instruction and improved student achievement.



Six Nations Child and Family Services



OGWADENI:DEO
Taking Care of Our Own



The Gregory School

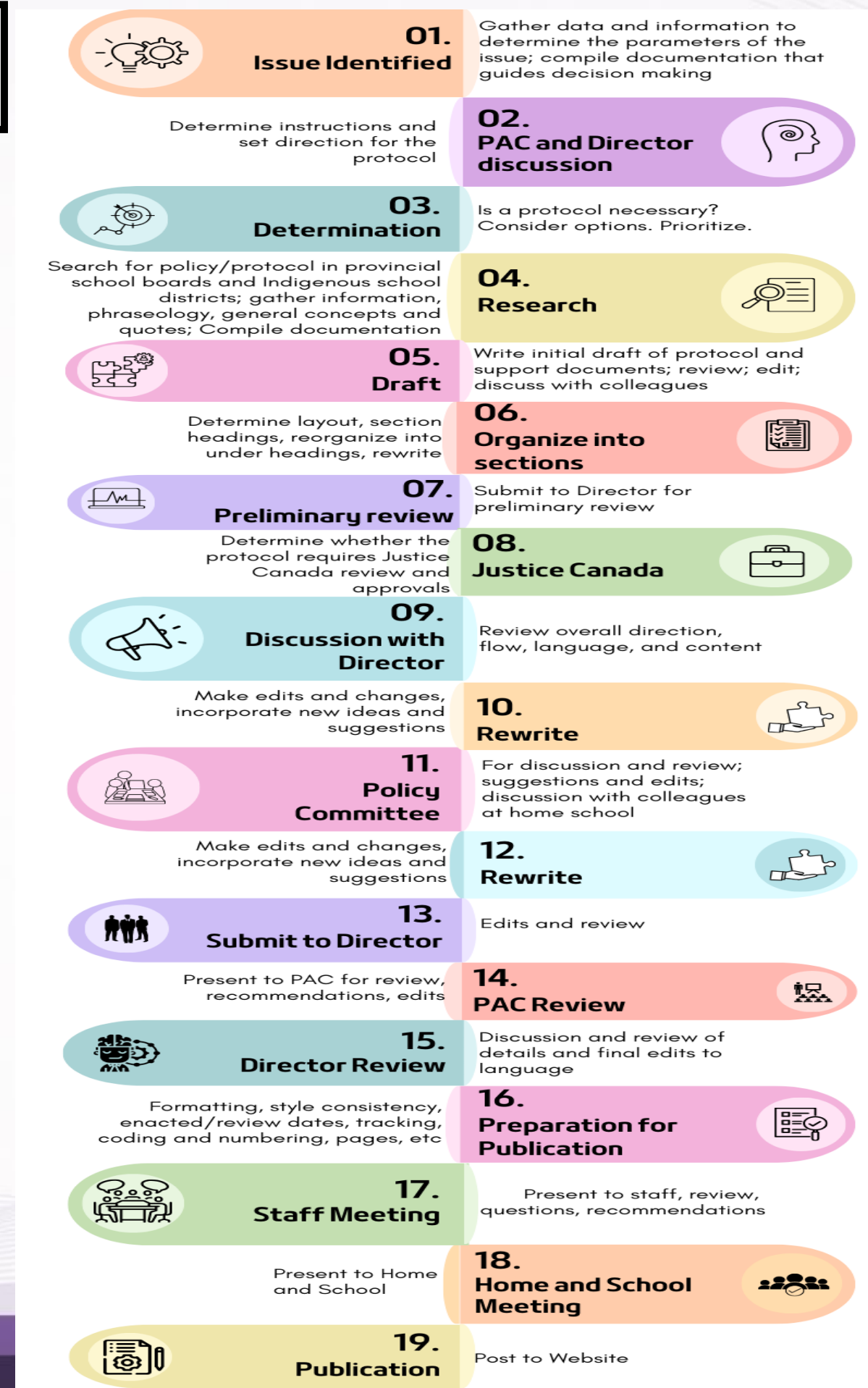


Six Nations High Risk Committee



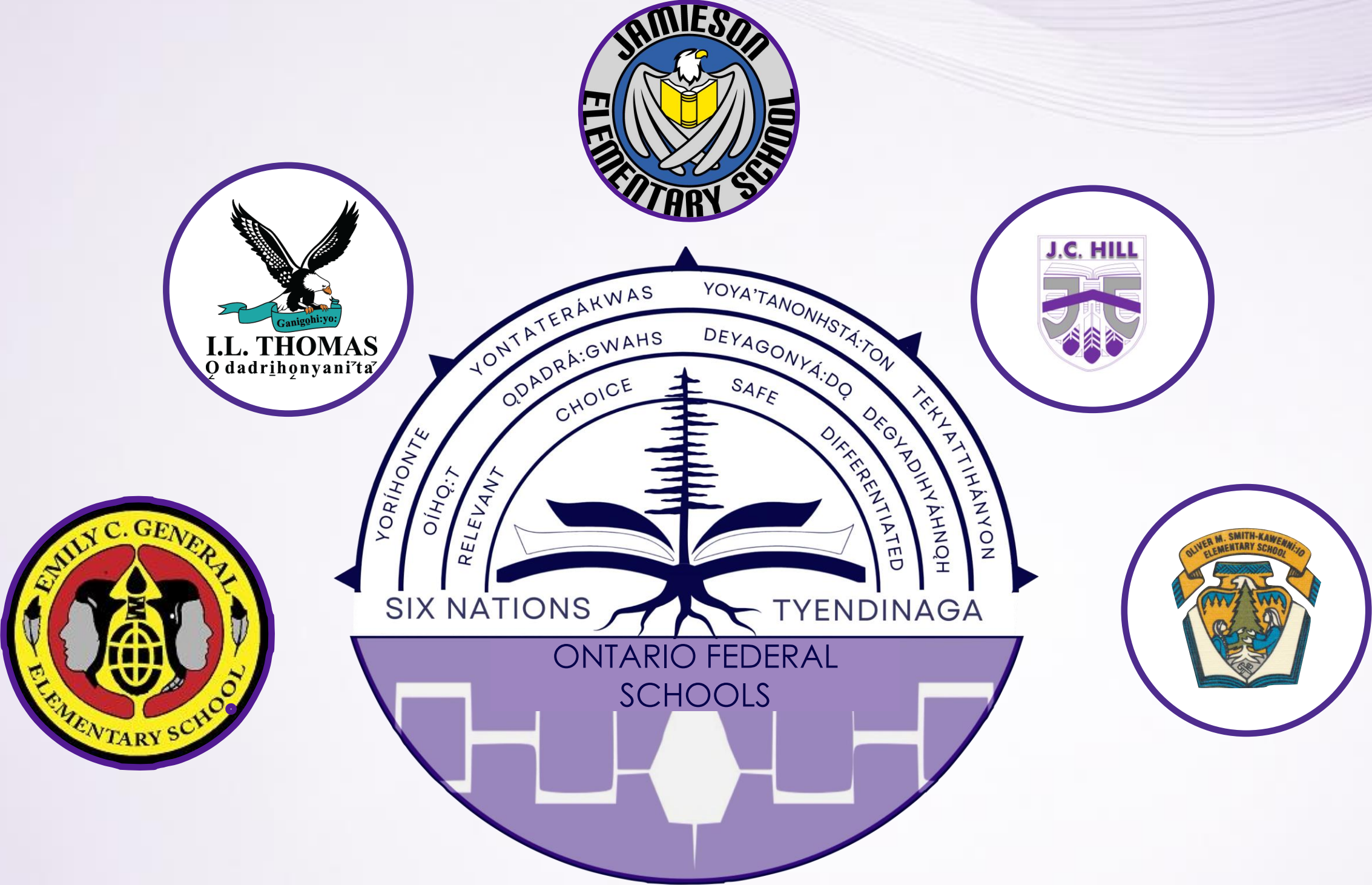
Protocol Flowchart

This Protocol Flowchart outlines the process or policy development within the Federal Schools in Ontario.



Six Nations Federal School's Protocol Statement:

Our educational philosophy, values, and cultural foundations are integrated from the Haudenosaunee principles. Our goal is to respond in a way that restores peace, balance, and collaboration through our community teachings.



Six Nations Federal Schools Annual Report 2024-2025