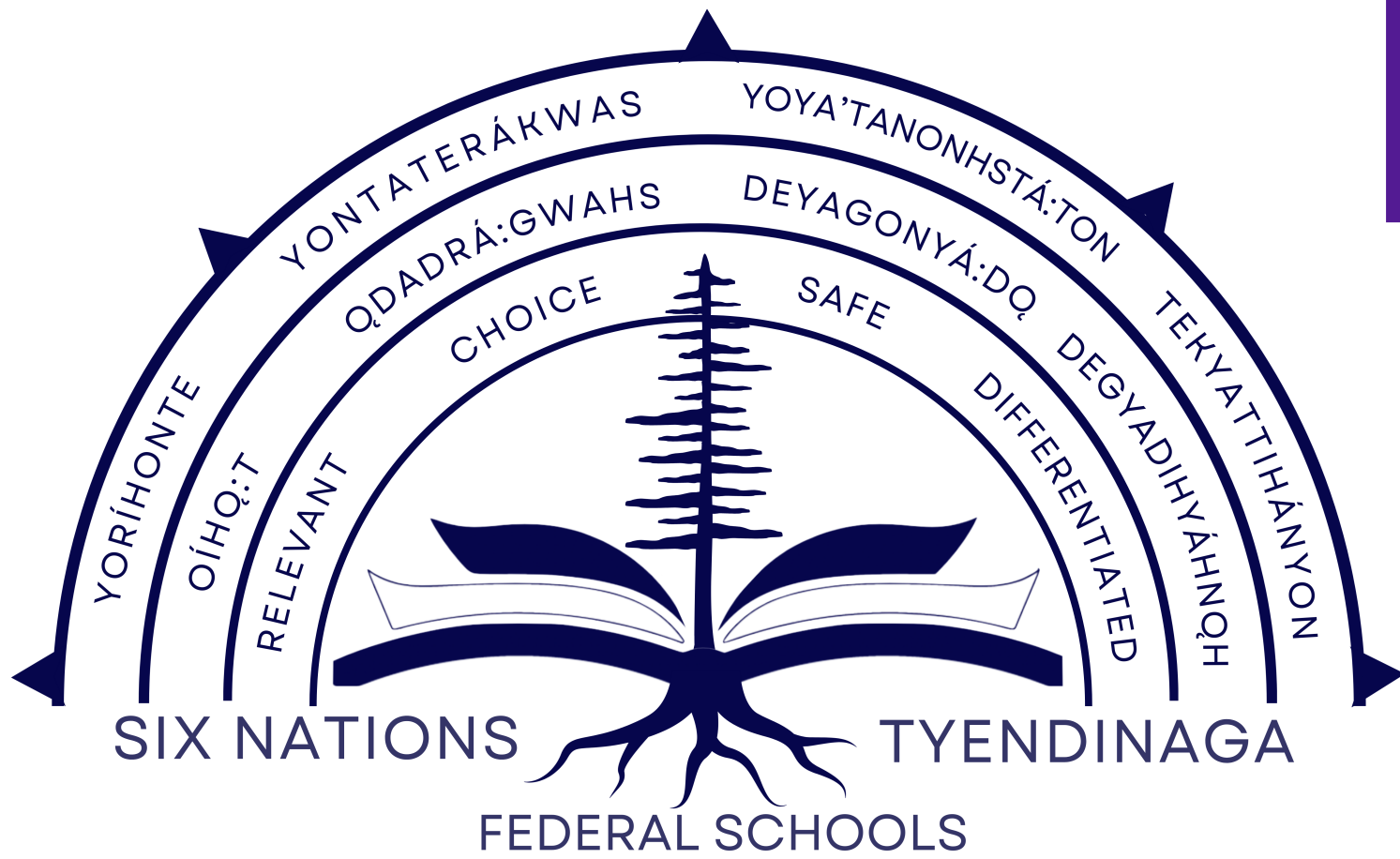


Updated Sept
2026 v.9



Six Nations and Tyendinaga Community Schools

5 Year Plan 2022-2027

GUIDING COMPASS

VISION FOR TEACHING + LEARNING

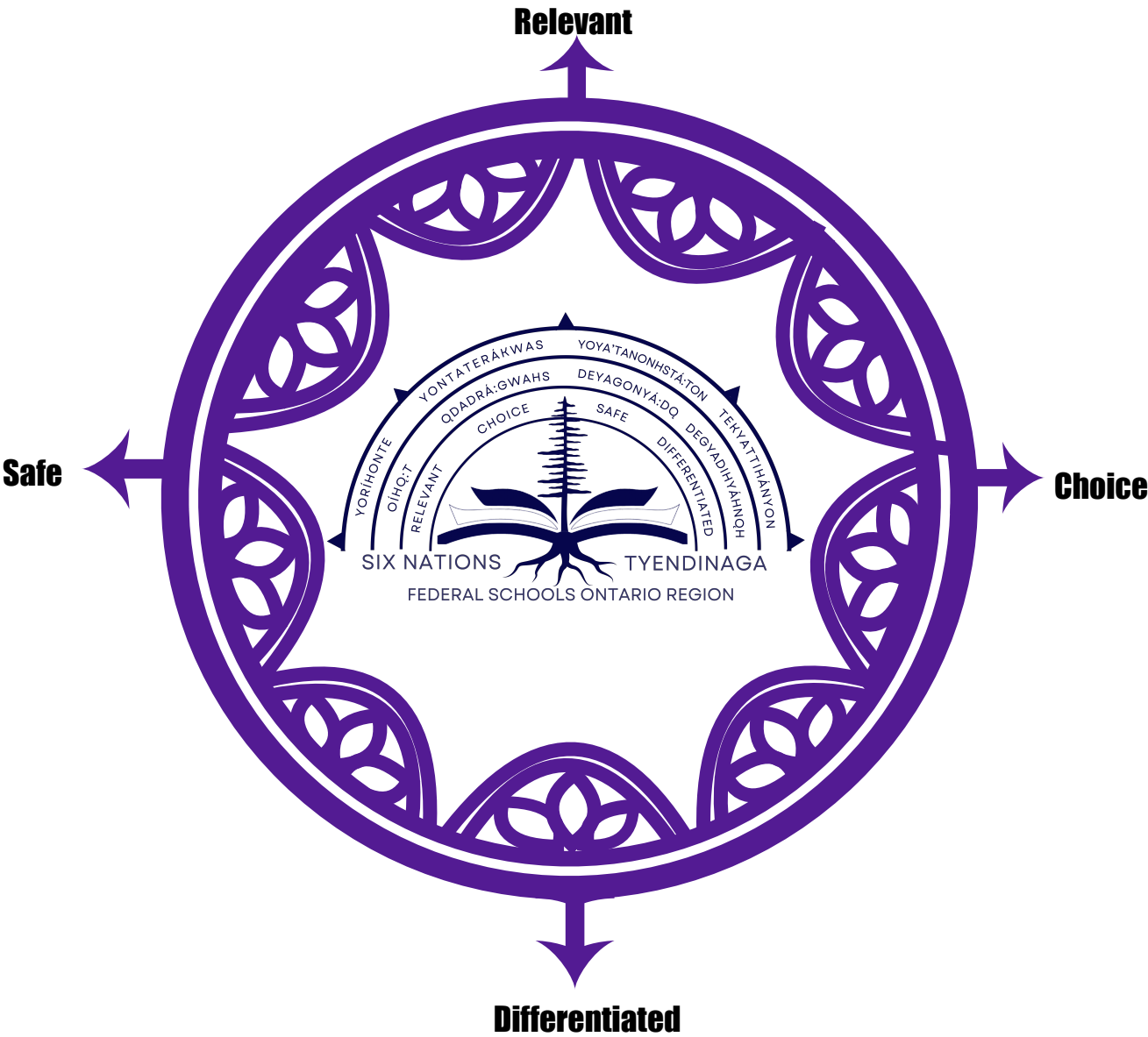
HAUDENOSAUNEE LANGUAGE + CULTURE

SPECIAL EDUCATION SUPPORT FOR LEARNERS

LITERACY

NUMERACY

TECHNOLOGY INTEGRATION



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Year 5

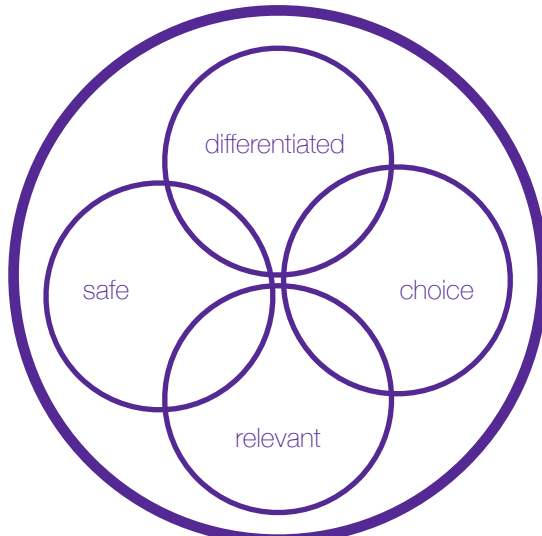


Year 1

differentiated

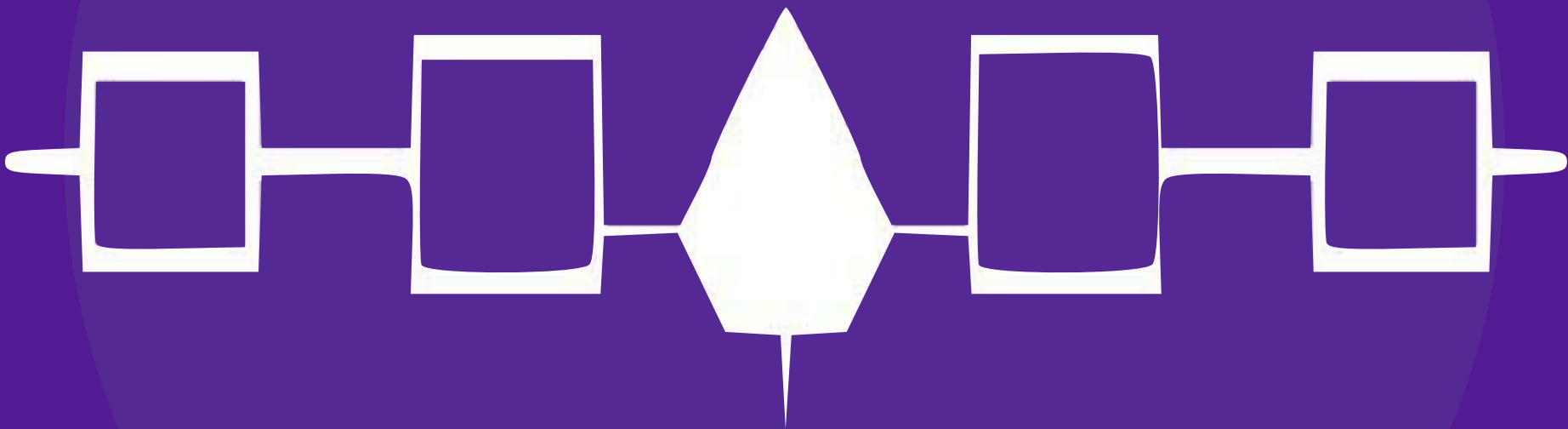
safe

VISION FOR TEACHING + LEARNING

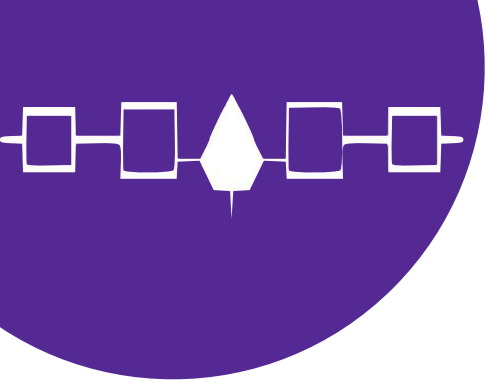


VISION

FOR LEARNING	FOR TEACHING
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:dq̃h (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/degyadihyáhnq̃h (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 lontaterákwahs/q̃dadrá: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.	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.

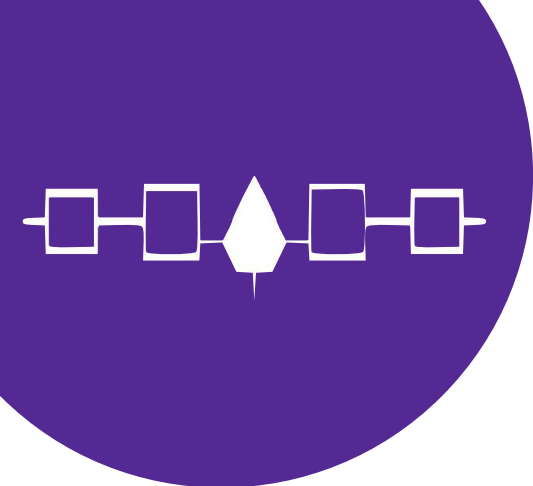


HAUDENOSAUNEE LANGUAGE + CULTURE



HAUDENOSAUNEE LANGUAGE + CULTURE

HAUDENOSAUNEE LANGUAGE + CULTURE	
VALUE	ACTION
- Kanoronhkwa:tshera – Gano:kwahsra’ - Kindness/ Caring - Language (and culture) lives within each and every classroom. - Kawennaná:wens – Awenahao’de- Soft Caring Words - Acknowledge and debrief traumas so that students and staff have a strong sense of identity. Encourage conversation to help students understand the past in order to move forward with healing. Ensure supports are in place for all students - Ka’nikonhri:yo – Ga’nigohi:yo- Good Mind - Embedded in Haudenosaunee Values and traditional teachings incorporated year-round (classroom management, rights and obligations, roles and responsibilities, classroom setup) - Kashatstenhsera – Gashasdehsra- strength/ unity - Follow the Traditional Knowledge and Teaching Cycle and incorporate effectively into all curriculum areas; Ontario Curriculum fully embedded into TKTC, classroom management practices, discipline at the school and classroom level - Atennitehtshera – Adenideohsra-Compassion - Each school has a Sót or Elder (grandparent, mentor) (not a consultant) - Karihwi:yo – Gaihwii:yo:- Good Words - Cultural Competency and Language PD for all staff - Sken:nen – Sge:no- Peacefulness - Ongoing and active community mentorship surrounding land-based teachings - Curriculum for Cayuga second language	- Onkwehonwe’neha – Ogwehoweneha:-Use of Native Language - Signage, Making language (and cultural symbolism) more visible within each school - Regular PLCs, providing resources, providing time and direct instruction in language and culture - Shared resource banks - Formulate guidelines for sharing knowledge - Re-examining assessment practices for Culture and Language - Students and staff speak, hear and read the language everyday - Share materials that have been developed so all children may benefit, ongoing recognition for the efforts put forth - Directory of community supports related to culture and language, updated annually - Nurturing relationships with GEDSB, friendship centres, etc. - Develop milestones for language development in immersion and NSL (Kawenni:io) - Creation of a position for language development (Language Consultant on-site)



**Haudenosaunee
Culture + Language**

Haudenosaunee Language + Culture Year 1 2022-2023

- Kashatstenhsera – Gashasdehsra- strength/ unity - Follow the Traditional Knowledge and Teaching Cycle (TKTC) and incorporate effectively into all curriculum areas;
- Ontario Curriculum fully embedded into TKTC, classroom management practices, discipline at the school and classroom level. Train all staff on implementation
- Atennitehtshera – Adenideohsra-Compassion - Each school has a Sót or Elder (grandparent, mentor)
- Provide language and culture support for all grade groups through ongoing professional development

Haudenosaunee Language + Culture Year 2 2023-2024

- Ogwehoweneha/ Onkwehonwe'neha (Our Ways)*
Finalize and measure the use of the Traditional Knowledge Teaching Cycle (TKTC) document + Encourage use of the document in classrooms across the district
- Roll out Social Studies + History and Geography within the TKTC during Grade Groups
Implementation of the Thanksgiving Address as a foundation for all land-based learning activities
- Sge:no/Skennen (Peacefulness) Classroom Management*
Encourage and monitor the use of Traditional Value words within the schools and within report cards comments
Display the Culture Value Word posters and encourage the use of Traditional Value Words and model the words to improve
Ogwehoweneha/ Onkwehonwe'neha in peer to peer relationships and classroom management
- Sot (Respect)*
The Culture Committee will begin to seek an Elder/Sot Knowledge Keeper for each school for additional guidance
Culture Committee members will review the School Guidelines for Sharing Cultural Knowledge document
Provide language and culture support for all grade groups through ongoing professional development

Haudenosaunee Language + Culture Year 3 2024-2025

- Provide professional development to support Language proficiency in Mohawk and Cayuga for all staff (Onkwehonwe'neha)
 - Use of Native Languages for daily announcements and routines
 - Organize a district-wide event to celebrate Indigenous Languages
 - Begin to develop partnerships with all language schools on Six Nations

Haudenosaunee Language + Culture Year 4

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

Haudenosaunee Language + Culture Year 5 2026-2027

- 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.



SPECIAL EDUCATION SUPPORT FOR LEARNERS



SUPPORT FOR LEARNERS “What is needed for some is good for all”	
VALUE	ACTION
In the Classroom ... Assessment driven Instruction Universal Design for Learning Differentiated Instruction & Multiple Entry Points Executive Function Skills Intervention Resource ... Multi-sensory strategies Continuous Assessment LLI - 12 Weeks Key Math Leaps & Bounds Small Group Resource, EF Prescriptive Teaching (Resource) ... Great Leaps Coaching EF Procedural Strategies (Mathematics) In addition to In Class Instruction In addition to Accommodations/Assistive Technology Special Education Alternative Program EF Skills Life Skills Social Skills Functional Academics Regular Class with Spec Ed Support	Support All Learners Academic Literacy Mathematics



SPECIAL EDUCATION

- LEARNStyle: RISE Program - Dashboard for Special Education; P.D. training in IEP section for all staff in September; Training for Special Education Leads in all other sections; using the RISE program Dashboard for Referrals;
- Develop a Special Education Plan that will meet the needs within your school, using:
 - the Tiered Support and Response to Interventions,
 - RISE program (Referral system, etc.)
- Staffing – Special Education Leads: provides support & training for staff; support students with their identification/recommendations; works with staff and administration for the development of IEP's, IPRC meetings/ planning; programming development in collaboration with teachers.
- Special Education will follow the 3-Tier Support System and Special Education Process developed for all schools, and Year at a Glance. Provide staff information that encompasses UDL (Universal Design for Learning (UDL) is a way of thinking about teaching and learning that helps give all students an equal opportunity to succeed), Differentiated Instruction, Executive Functioning Skills; Exceptionalities i.e. Autism, Learning Disabilities, MID, DD. Provide access to Community Supports.
- Service Providers: Provide a Road Map to Community Supports: Circle of Care provided at each school through In-school Team Meetings — Pathway for Health Services, Social Services, Youth Promotions, Public Health, Lansdowne, Ministry Deaf/Hard of Hearing, Jordan's Principle, Contact Brant, McMaster Children's Program; Mental Health Supports.
- Parental and Student Engagement: Working with community organizations to provide a Monthly Education Series to support families with medical health/mental health/parental supports; work with parents on goal setting and socialization for their child; monthly Home & School; Student Reps for Activities and Planning.
- Curriculum / Culture / Language: Assisting with other Leads to embed Haudenosaunee culture and language into curriculum; highlight gifts that children/adults bring with them.
- Transition: to support and prepare Grade 7 and 8 students for high school by providing information, activities and experiences within a caring and inclusive learning environment (i.e., teacher meetings, tours, Right Fit Activity, parent meetings, exploration activities, transition meetings, etc.)

- LEARNStyle: RISE Program - Dashboard for Special Education; P.D. training in IEP section for all staff in September. Training for Special Education Leads in all other sections; using the RISE program Dashboard for Referrals
- Develop a Special Education Plan that will meet the needs within your school, using: RISE program (Referral system, etc.)
- Staffing – Special Education Leads: provides support & training for staff; support students with their identification/recommendations; works with staff and administration for the development of IEP's, IPRC meetings/planning; programming development in collaboration with teachers.
- PD/Training - regular reviews of UDL, Differentiated Instruction, Executive Functioning Skills; Exceptionalities i.e. Autism, Learning Disabilities, MID, DD. Provide access to Community Supports.
- Parental /Student Engagement - ongoing supports for parental engagement; Yearly review with parent committee for ideas, suggestions, input; student rep/council; self-advocacy programs for move to secondary school. Working with schools to create a plan of action with regards to Parental engagement money.
- Service Providers - Provide a Road Map to Community Supports: Circle of Care provided at each school through In-school Team Meetings — Pathway for Health Services, Social Services, Youth Promotions, Public Health, Lansdowne, Ministry Deaf/Hard of Hearing, Jordan's Principle, Contact Brant, McMaster Children's Program; Mental Health Supports.
- Transition: to support and prepare Grade 7 and 8 students for high school by providing information, activities and experiences within a caring and inclusive learning environment (i.e., teacher meetings, tours, parent meetings, exploration activities, transition meetings, etc.). My BluePrint for Grade 7 and 8 Classes: Providing in-service to teachers on the program



**SPECIAL
EDUCATION**

SPECIAL EDUCATION Year 3 2024-2025

Review the past school year and set goals for this school year; including Special Education Process, 3 Tiered Support System, Year at a Glance for Special Education.

LEARNStyle: RISE Program - Training for Special Education Leads in all other sections; using the RISE program Dashboard for Referrals. Providing support with IEPs.

PD/Training - Ongoing training and review as needed; new staff; Project Based Learning; along with regular reviews of UDL, Differentiated Instruction, Executive Functioning Skills; Exceptionalities i.e. Autism, Learning Disabilities, MID, DD. Provide access to Community Supports.

Resources - ABA training: Level 1 for all Spec Ed Leads continued. Creating a Special Education Training module for staff.

Parental /Student Engagement - Ongoing supports for parental engagement; Yearly review with parent committee for ideas, suggestions, input; student rep/council; self advocacy for students moving to secondary school.

Service Providers - Yearly update of what available/contacts

Transition: To support and prepare Grade 7 and 8 students for high school by providing information, activities and experiences within a caring and inclusive learning environment (i.e., teacher meetings, tours, Right Fit Activity, parent meetings, exploration activities, transition meetings, etc.).

SPECIAL EDUCATION Year 4 2025-2026

Review the past school year and set goals for this school year; including Special Education Process, 3 Tiered Support System, Year at a Glance for Sp. Ed.

- LEARNStyle: RISE Program - Providing support with IEPs.

- PD/Training to support learners with special education needs in an inclusive classroom – EA participate in Sonderly courses based on their needs, Spec Ed Process review and strategies to use in an inclusive classroom, regular reviews of UDL, Differentiated Instruction, Executive Functioning Skills; Exceptionalities i.e. Autism, Learning Disabilities, MID, DD. Provide access to Community Supports.

- Parental /Student Engagement - ongoing with parental engagement; Education Series; self-advocacy programs for move to secondary school, parent handbooks.

- Service Providers - yearly update of what available/contacts

- Transition: to support and prepare Grade 7 and 8 students for high school by providing information, activities and experiences within a caring and inclusive learning environment (i.e., teacher meetings, tours, parent meetings, exploration activities, transition meetings, etc.).

SPECIAL EDUCATION Year 5 2026-2027

- Review the past school year and set goals for this school year; including Special Education Process, 3 Tiered Support System, Year at a Glance for Spec. Ed.

- Providing a specialized, intensive learning environment dedicated to students with significant educational needs. The program will utilize a high staff-to-student ratio and comprehensive academic interventions to foster skill development, with the ultimate objective of successfully transitioning students back into the general education setting. The classroom will be uniquely supported by a collaborative professional team, including a classroom teacher, a registered Behaviour Analyst, Behaviour Therapists and dedicated Early Childhood Educators (ECEs) to ensure individualized student success.

- Parental /Student Engagement - ongoing with parental engagement; Education Series; self-advocacy programs for move to secondary school, parent handbooks.

- Transition: to support and prepare Grade 7 and 8 students for high school by providing information, activities and experiences within a caring and inclusive learning environment (i.e., teacher meetings, tours, parent meetings, exploration activities, transition meetings, etc.).



LITERACY



LITERACY

LITERACY Year 1 2022-2023

- Entry points for all students using Guided Reading, LLI, GLR as needed. Explicit instruction in reading each day for each child.
- Continue to fill in the gaps in Literacy resources available within each school to promote equity in programming
- Implementation of a whole-group phonemic awareness program in Grades JK-2 (Heggerty)
- Move towards Secret Stories program for Grades 1-2 phonics programming
- Professional development in the Science of Reading

- All students are actively engaged with Lexia Core 5 and Lexia PowerUp. Close Lexia progress monitoring and analysis of data on a district level to examine efficacy of the program moving forward
- District-wide assessment schedules developed and implemented across all schools. Mandatory BAS testing three times per year
- Gathering and compilation of learning data for strategic planning district wide

LITERACY Year 2 2023-2024

- Continued literacy remediation programs implemented across all schools to address learning gaps, daily guided instruction in reading for all students
- Creation of School Improvement Plans and specific to each school focused on Literacy
- Continue to fill in the gaps in Literacy resources available within each school to promote equity in programming
- The creation of a digital tracking system at a district level to closely examine and monitor BAS data across all schools
- Developing partnerships with literacy-based community programs and adjacent school boards
- Creation of shared drives and digital resource banks for information and sharing

LITERACY Year 3 2024-2025

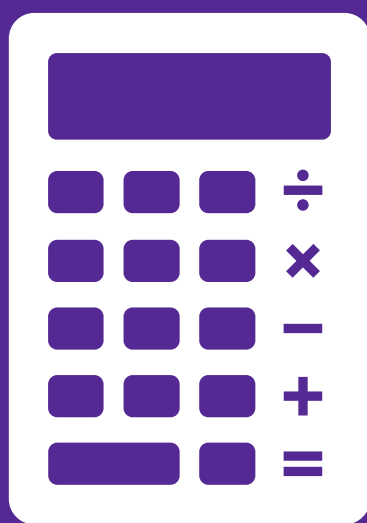
- Mandatory daily explicit and systematic instruction to improve reading skills for all students
- Implement the use of Acadience, a universal screener, to identify children at risk for reading difficulties and determine the skills to target for instructional support.
- Implement the use of Acadience Progress Monitoring to continue to build on a Multi-Tiered System of Support (MTSS) for those students at risk for reading difficulties
- Implement the use of CORE Phonics, a diagnostic test to assess the phonics and phonics-related skills that have a high rate of application in beginning reading.

LITERACY Year 4 2025-2026

- Fully train teachers to use Acadience Reading Survey to determine a level of reading proficiency
- Implement the use of Acadience Progress monitoring to continue to build a Multi-Tiered System of Support (MTSS) for those students at risk for reading difficulties
- Implement the use of diagnostic testing (CORE Phonics and vocabulary) to assess decoding and/or language comprehension issues to address student issues related to the simple view of reading
- Continue with mandatory daily explicit and systematic instruction for all students to who test below benchmark on Acadience

LITERACY Year 5 2026-2027

- 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.



MATHEMATICS



MATHEMATICS

MATHEMATICS Year 1 2022-2023

- Daily guided math for each child implemented across all schools
- All students are actively engaged with the Symphony Math program. Close monitoring and analysis of data on a district level to examine efficacy of the program moving forward
- Continue to fill in the gaps in Numeracy resources available within each school to promote equity in programming
- Assessment schedules to be implemented across all schools
- Gathering data for strategic planning both district wide and school wide
- Research various core mathematics programs that support the new curriculum

MATHEMATICS Year 2 2023-2024

- Continued math remediation programs implemented across all schools to address learning gaps, daily guided instruction in math for all students
- Creation of School Improvement Plans and specific to each school focused on Numeracy
- Continue to fill in the gaps in Numeracy resources available within each school to promote equity in programming.
- Ongoing PLC sessions focused on explicit, engaging, student-centred and balanced math instruction based on research and best-practice with ongoing monitoring of student progress and program efficacy; increased focus on guided math sessions
- Work on building educator capacity and understanding related to developmental learning trajectories in mathematics through the examination of a continuum of learning for primary teachers and collaborative problem solving for Junior/Intermediate teachers
- The creation of shared resource banks

MATHEMATICS Year 3 2024-2025

- Begin piloting Acadience Math for district wide screener
- Implement a district-wide pilot program for Mathletics
- Provide professional development for the use of Mathletics supplementary math program to ensure staff are using the program to it's full capabilities
- Replace Symphony math as our online learning program in the area of mathematics
- Create a bank of EQAO questions to for teachers to assist with online testing

MATHEMATICS Year 4 2025-2026

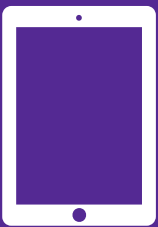
- Continue to use Mathletics and Math Seeds as a supplementary resource for math programming
- Pilot the use of a benchmark assessment for early learning in mathematics
- Pilot the Mathology resource

MATHEMATICS Year

- 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.



TECHNOLOGY INTEGRATION



TECHNOLOGY

Technology Access

Technology is a fundamental tool to support learning and as such, its access is required for all, as appropriate to the development of the learner. After systemic review and documentation, the iPad has been selected as the primary hardware device to be allocated to students to support learning. Additionally, any decisions made about the procurement of hardware, software and services should be guided by the [Vision for Technology Enabled Learning](#) document.

Educators

All staff (admin, teachers, teaching assistants etc) are supplied with an iPad, keyboard case, and Apple Pencil or Logitech Crayon. This allocation should be reviewed every four years.

Kindergarten

Kindergarten classes are supplied with a “minimum” of 6 iPads per class

Grade 1 & 2

All grade 1 & 2 classes are supplied with a minimum of 10 iPads per class

Grade 3

All grade 3 students are to be supplied with an iPad on a 1:1 basis. All grade 3 classes are to be supplied with a keyboard cases and 5 “stylus”(Apple Pencils or Logitech Crayons)

Grade 4 to 8

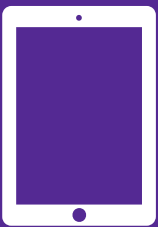
All students in grade 4 to 8 are to be supplied with an iPad, keyboard and “stylus” (Apple Pencil, Logitech Crayon) on a 1:1 basis.

Additional Access

Upon graduation, all grade 8 students are directly given their iPad for their use in their secondary classroom.

All classrooms are equipped with large screen TV’s with screen mirroring capability.

Smart Boards will be provided in JK-Grade 2 classes



TECHNOLOGY

Review and Replacement

Replacement of educational technology should occur on a maximum of a five year cycle. All decisions relating to the replacement of technology should be informed by the Vision for [Vision for Technology Enabled Learning](#) and reviewed by the IT committee.

Learning Management System and Communication

The current Learning Management System is Brightspace. All staff, students should be provided with access to Brightspace for access to learning material, and for communication. Any service used for the purpose of supporting learning should be revised and approved by the IT committee and meet the standards of privacy and security established by community, provincial and federal policy.

Software and Services

It is understood that in addition to providing ongoing and reliable access to hardware, educators and learners will also require access to software and services that support learning. All decisions regarding procurement of software and services should meet the requirement established in the [Vision for Technology Enabled Learning](#) and reviewed by the IT committee.

TECHNOLOGY Year 1 2022-2023

Set up, train staff and implement the CI Attendance Notification system at all schools. Evaluate the system and make recommendations for continued/discontinued use

Develop a technology transition plan for Grade 8 students

The current Learning Management System is Edmodo. All staff, students and families should be provided with access to Edmodo for access to learning material as well as synchronous, asynchronous communication.

Begin to explore Brightspace as our new LMS

TECHNOLOGY Year 2 2023-2024

All staff, students and families to be provided with credentials to Brightspace for access to learning material as well as asynchronous communication. Roll out training for all staff, students and families on the use of this platform

Replace the CI tool completely. Set up, train and implement School Messenger Safe Arrival system for use at all schools

Create a protocol for adding apps to Self Service with the understanding that any service used for the purpose of supporting learning should be revised and approved by the IT committee and meet the standards of privacy and security established by community, provincial and federal policy

Continue to build confidence and competence with use of Brightspace as our LMS. Provide ongoing support and professional development



TECHNOLOGY

TECHNOLOGY Year 3 2024-2025

- Review www.sixnationseducation.ca website contents and design and begin to revitalize, modernize and update the website. Collect data from PAC + surrounding boards sites for consideration
- Develop and maintain a technological inventory at each school and purchase resources to fill any gaps to ensure programming equity across all schools related to technology
- Train appropriate staff and fully implement School Messenger Safe Arrival and Chat features across the district
- Begin the K-8 Progression of Technological Skills Document

TECHNOLOGY Year 4 2025-2026

- Continue the redevelopment of the www.sixnationseducation.ca website contents and design and begin to revitalize, modernize and update the website. Collect data from PAC + surrounding boards sites for consideration
- Launch www.ontariofederalschools.ca website
- Discontinue the use of School Messenger Chat across the district
- Complete the K-8 Progression of Technological Skills Document and share with all staff for implementation
- Continue to build confidence and competence with staff and student use of Brightspace as our LMS and all other online learning platforms

TECHNOLOGY Year 5 2026-2027

- Continue to maintain and update Six Nations Education website
- Continue to build the internal Staff Portal portion of the new website
- Establish approach to Digital Citizenship and Digital Literacy based on the Haudenosaunee Values and the core compass principles of relevant, safe, differentiated, and choice.