

INTRODUCTION

Purpose

This document is a guide intended to support the timely sharing of student information between First Nations and provincial schools*. First Nations schools, provincial schools, and stakeholders have a role in supporting students as they make the transition from school to school. The purpose of the document is to ensure that students receive appropriate educational supports and services when they move from one school to another, with minimal disruption to their educational programming.

Schools are encouraged to use this guide to develop local policies and processes that best serve their students.

Target Audience

This document is intended for administrators in First Nations schools and Education Authorities, and provincial schools.

Background

When students move back and forth between schools, the result is often lost learning time. The impact of the change may be magnified when a student moves from his or her home community to another community, from a small community to a larger community, from a northern community to a southern community, from a First Nations school to a non-First Nations school, and from a non-First Nations school to a First Nations school.

The timely sharing of information between schools supports the smooth transition of a student from one school to another and facilitates continuity of educational programming. However, there are currently no formal agreements or protocols for sharing student information between First Nations and provincial schools to support the transition of students.

Indian and Northern Affairs Canada (INAC), Manitoba First Nations Education Resource Centre (MFNERC), and Manitoba Education worked in partnership to develop a support document for sharing student information when students transfer between First Nations and provincial schools.

* For the purpose of this document, provincial schools include public and funded independent schools.

Working Together: Supporting Students in Transition: Sharing Student Information between First Nations and Provincial Schools draws upon information gathered from a consultation process involving four First Nations and four provincial schools, INAC, MFNERC, and MECY. The consultation process included interviews, focus group sessions, and three questionnaires for students, teachers, principals, and administrators.

Statement of Beliefs

Values and beliefs developed through the consultation process and shared by the First Nations schools, provincial schools, communities, and students guided the development of this document. These include

- **the belief** that First Nations students are valuable resources for the future of First Nations communities
- **the belief** that the appropriate support, resources, and services must be available for all First Nations students in making the transition from school to school
- **the belief** that parental involvement is essential in the success of the student
- **the belief** that students will benefit from open communication and exchange of information between First Nations and provincial schools
- **the belief** that administration inclusive of principals, vice principals, teachers, resource teachers, guidance counsellors, and First Nations Education Advisors in First Nations communities and provincial schools work in partnership for the success of the student

PHILOSOPHY OF INCLUSION

Manitoba Education is committed to fostering inclusion for all people.

Inclusion is a way of thinking and acting that allows every individual to feel accepted, valued, and safe. An inclusive community consciously evolves to meet the changing needs of its members. Through recognition and support, an inclusive community provides meaningful involvement and equal access to the benefits of citizenship.

In Manitoba, we embrace inclusion as a means of enhancing the well-being of every member of the community. By working together, we strengthen our capacity to provide the foundation for a richer future for all of us.

Overview of Document

This document is divided into the following sections:

- The **Introduction** describes the purpose of, the target audience for, and the background to this document. It also includes a statement of beliefs and provides this overview of the document.
- **Interactive Responsibilities and Timelines** describes the responsibilities of parents* and school and school division administrators in the timely transfer of student information between First Nations and provincial schools.
- The **Appendices** contain tools and information to support the sharing of student information between First Nations and provincial schools.
 - **Appendix A** contains the *Transfer Notification Form for Sharing Information between First Nations and Provincial Schools*. This form is intended to be a practical tool for streamlining information sharing between schools.
 - **Appendix B** contains the *Needs Inventory Form*. This inventory is intended to supplement the material contained in the pupil file when students with special requirements move between schools.
 - **Appendix C** contains *Considerations for Receiving Schools When Supporting Students in Transition* which provides some questions to consider when creating a transition plan.
 - **Appendix D** contains the *Transition Considerations*. This model represents the four key aspects of the transition process.
 - **Appendix E** contains a list of resources and supports that complement the information in this document.
- The **Glossary** defines terms as they are used in this document.

* In this document, the term *parents* refers to both parents and legal guardians and is used with the recognition that in some cases only one parent may be involved in the student's education.

