



Working Together

Supporting Students in Transition:
Sharing Student Information between
First Nations and Provincial Schools



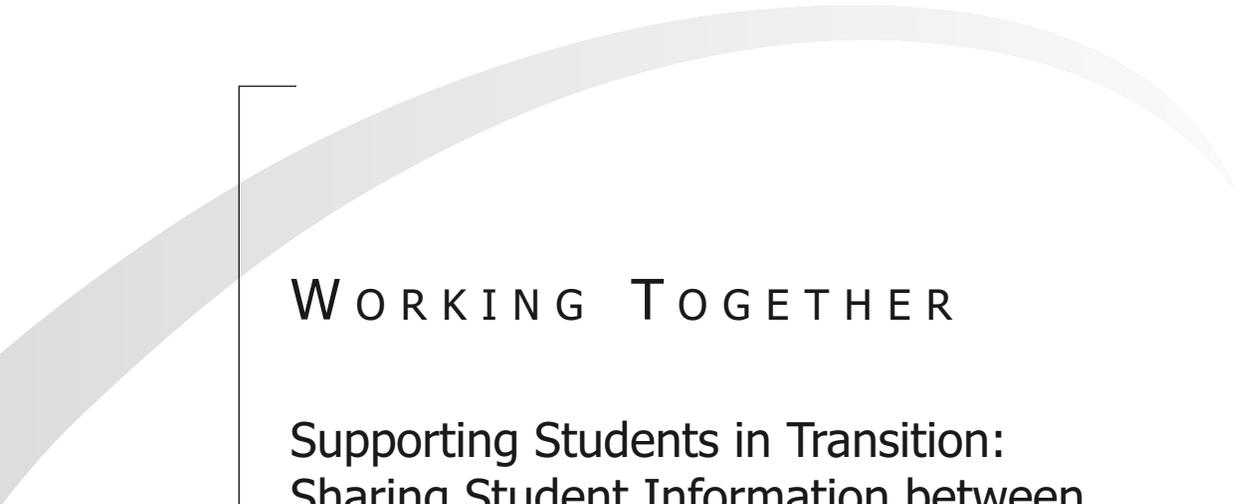
Indian and Northern
Affairs Canada

Affaires indiennes
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Manitoba First Nations
Education Resource Centre





WORKING TOGETHER

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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.

INTERACTIVE RESPONSIBILITIES AND TIMELINES

The information-sharing process begins when the student is enrolled in the new school. It ends when the new school receives the pupil file information from the previous school. Ideally, each step will be completed as quickly as possible. See the *Manitoba Pupil File Guidelines* (2004).

For the purposes of this document, “**pupil file**” means a record or a collection of records respecting a pupil’s attendance, academic achievement and other related matters in the possession or control of a school board” (*Public Schools Act*, Section 42.2). It contains

- semester/annual progress reports (i.e., report cards and transcripts)
- current student registration, contact information, and medical information forms

And, if applicable

- any health information the parent/legal guardian wishes to be placed on the student record
- information about behavioural conduct and disciplinary measures taken
- communication regarding the student between the home and the school
- a copy of any separation agreement or court order with respect to child custody or guardianship
- results of diagnostic tests, achievement tests, standardized tests, and examinations
- assessments or evaluations that the parent/legal guardian or student wishes to be placed on file
- the most current Individual Education Plan (IEP) and/or Health Care Plan, and subsequent amendments
- up-to-date notations of referrals to and/or contacts with external agencies or caregivers
- citizenship information
- documents regarding involvement with social service or any physiological/psychiatric or counselling resources
- general information related to special funding

(*Manitoba Pupil File Guidelines*, 11–12)

References

Manitoba. *The Public Schools Act*. C.C.S.M. c. P250. Winnipeg, MB: Queen’s Printer—Statutory Publications, 1987. Available online at <<http://web2.gov.mb.ca/laws/statutes/ccsm/p250e.php>>.

Manitoba Education, Citizenship and Youth. *Manitoba Pupil File Guidelines*. Rev. Winnipeg, MB: Manitoba Education, Citizenship and Youth, November 2004. Available online at <www.edu.gov.mb.ca/k12/docs/policy/mbpupil/index.html>.

The *Transfer Notification Form for Sharing Information between First Nations and Provincial Schools* (the *Transfer Notification Form*) guides principals of the sending and receiving schools through the information-sharing process and outlines the responsibilities of families in sending and receiving information. The information-sharing process has five steps, as listed below:

1. The process begins when it is decided that the student will transfer schools or enrolls in a new (receiving) school.
2. The receiving school completes Section 1 of the *Transfer Notification Form*. It is signed by the receiving school principal and sent to the student's previous (sending) school.
3. The sending school notifies the principal of the receiving school that it has received the *Transfer Notification Form*. The sending school should also advise the receiving school when the information will be transferred.
4. The sending school completes Section 2 of the *Transfer Notification Form* and transfers it with the pupil file to the receiving school.
5. If the student has special requirements, the *Needs Inventory Form* should be completed by the sending school and sent to the receiving school with the pupil file.

The *Transfer Notification Form* is found in Appendix A on pages 15–16 and the *Needs Inventory Form* is found in Appendix B on pages 17–20.

Transfer Notification Form for Sharing Information between First Nations and Provincial Schools			
Section 1 (to be completed by the receiving school)			
Student—Complete Legal Name(s)			MET Number
Surname	Given Name	Middle Name	
Current Address			
Street or PO Box	Telephone		
City/Town	Province	Postal Code	
Previous Address <input type="checkbox"/> Same as Current Address			
Street or PO Box	Telephone		
City/Town	Province	Postal Code	
Parents/Legal Guardians (Names)			
Surname	Given Name	Middle Name	
Surname	Given Name	Middle Name	
Parents/Legal Guardians (Address) <input type="checkbox"/> Same as Student Address			
Street or PO Box	Telephone		
City/Town	Province	Postal Code	
Last School Attended (Sending School)			
School Name	Telephone		
Street or PO Box	Telephone		
City/Town	Province	Postal Code	
Receiving School			
School Name	Telephone		
Street or PO Box	Telephone		
City/Town	Province	Postal Code	
Name of Principal	Signature of Principal		
Signature of Principal	Date	Enrolment Date	

continued

Transfer Notification Form for Sharing Information between First Nations and Provincial Schools (continued)		
Section 2 (to be completed by the sending school)		
Date Student Last Attended		Grade at Time of Transfer K 1 2 3 4 5 6 7 8 9 10 11 12
Please list any relevant educational information that may affect placement or provision of services to the transferring student: (Examples: counselling, educational assistant, clinical services, literacy programming, numeracy programming ...)		

Does this student have special requirements? <input type="checkbox"/> Yes <input type="checkbox"/> No		
If yes, please attach the <i>Needs Inventory Form</i> (Appendix B).		
First Language of Student		
Language(s) Spoken at Home		
Language(s) in Which Student Has Verbal Fluency		
Language(s) in Which Student Has Written Fluency		
Does this student understand English language instruction? <input type="checkbox"/> Yes <input type="checkbox"/> No		
Child Protection Agency and Contact Person (if applicable)		
Name of Sending School Principal		
Signature of Sending School Principal		
Date Pupil File Sent		

Interactive Responsibilities

Each school-aged child or youth should be provided with appropriate educational programming that offers opportunities to learn, to develop personally, and to experience success. Collaboration between partners to ensure the smooth and timely sharing of information is a critical factor in providing appropriate educational programming.

Following are the responsibilities of each partner in the sharing of information when a student moves between a First Nations and provincial school.

Parents of Student

The parents should

- initiate the transfer process by enrolling their child in the new school
- support the sharing of information between sending and receiving schools
- complete and sign the applicable enrolment forms
- provide the receiving school with any relevant information about their child (e.g., identifying special learning needs)
- be aware of services and supports offered by the receiving school and/or community agencies that are integral to their child's success in school

Sending and Receiving Schools

The principals of each school should

- work with the parents and any other community or agency stakeholders to plan for a smooth transition between schools
- complete the information-sharing process as timely as reasonably possible
- collaborate and problem solve as required to keep the process moving forward
- adhere to the *Manitoba Pupil File Guidelines*

Receiving School

The principal of the receiving school should

- complete and sign Section 1 of the *Transfer Notification Form* and forward it to the sending school immediately
- provide the student and parents with information about the school and any special school programming
- assign a staff member to follow up with the student and parents

Sending School

The principal of the sending school should

- complete and sign Section 2 of the *Transfer Notification Form* and forward it with the pupil file information within one week of receiving the request from the receiving school
- if the student has special requirements, complete the *Needs Inventory Form* and send it to the receiving school with the pupil file
- indicate to the principal of the receiving school when the information might reasonably be expected, if it is not possible to forward the information within one week

Timelines

Each step of the information-sharing process should be completed as soon as is reasonably possible. Principals of provincial schools are required by Manitoba Regulation 468/88 to transfer the pupil file of a pupil who has transferred to another school to that school within one week of the school requesting it.

Appropriate Educational Programming in Manitoba: Standards for Student Services (Manitoba Education) provides information on timelines for transferring pupil file information and related topics. This document is available online at www.edu.gov.mb.ca/k12/specedu/aep/pdf/Standards_for_Student_Services.pdf.

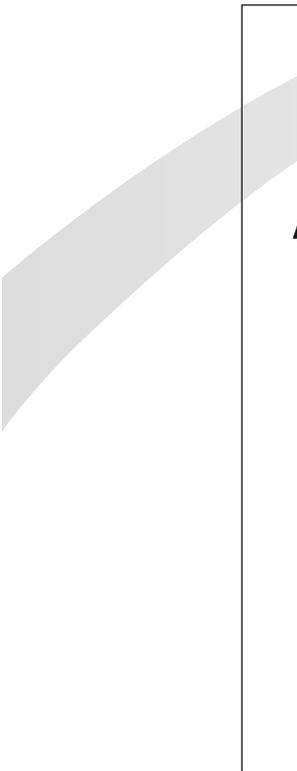
The interactive responsibilities and timelines of the information-sharing process are summarized on the following page.

Transition Plan

Schools and stakeholders may develop additional procedures and practices to meet their specific needs when supporting students in transition. Some students may require a more formal transition plan to be put in place. Appendix C provides some questions to consider when preparing a transition plan.

Responsibilities and Timelines for Sharing Information between First Nations and Provincial Schools

Partners	Responsibilities	Recommended Timelines
Parents of Student	<ul style="list-style-type: none"> ■ initiate the transfer process by enrolling the student in the new school ■ support the sharing of information 	
Receiving School	<ul style="list-style-type: none"> ■ complete and sign Section 1 of the <i>Transfer Notification Form</i> ■ send <i>Transfer Notification Form</i> to sending school ■ provide the student and parents with information about the school and any special programming at the school ■ assign a staff member to follow up with the student and parents 	<ul style="list-style-type: none"> ■ send the <i>Transfer Notification Form</i> on the day of enrolment
Sending School	<ul style="list-style-type: none"> ■ acknowledge receipt of the <i>Transfer Notification Form</i> ■ complete and sign Section 2 of the <i>Transfer Notification Form</i> ■ send pupil file and the <i>Transfer Notification Form</i> to the receiving school ■ complete and send the <i>Needs Inventory Form</i> to the receiving school, if the student has special requirements 	<ul style="list-style-type: none"> ■ acknowledge receipt immediately ■ send the necessary information within one week of receiving the request from the receiving school
Both Sending and Receiving Schools	<ul style="list-style-type: none"> ■ acknowledge receipt of the <i>Transfer Notification Form</i>, <i>Needs Inventory Form</i>, and pupil file 	<ul style="list-style-type: none"> ■ acknowledge receipt immediately



APPENDICES

- Appendix A: Transfer Notification Form for Sharing Information between First Nations and Provincial Schools
- Appendix B: Needs Inventory Form
- Appendix C: Considerations When Supporting Students in Transition
- Appendix D: Transition Considerations
- Appendix E: Resources and Supports

APPENDIX A

Transfer Notification Form for Sharing Information between First Nations and Provincial Schools

To facilitate the transfer process, **Section 1** of this form may be completed by the principal of the school to which the student has transferred (the receiving school) and forwarded to the last school that the student attended (the sending school).

Upon receipt of the *Transfer Notification Form*, the principal of the sending school will complete **Section 2** and return it, along with the pupil file, to the receiving school. (Principals enrolling students who last attended a school outside Manitoba should contact the previous jurisdiction for instructions regarding pupil file transfer requests.)

Please refer to the information on page 5 for a summary of pupil file information.

If a student's previous school enrolment is not known, the receiving school should contact

Professional Certification and Student Records Unit
402 Main Street
Box 700
Russell MB R0J 1W0

Telephone: 204-773-2998
Toll-Free: 1-800-667-2378
Fax: 204-773-2411

**Transfer Notification Form
for Sharing Information between First Nations and Provincial Schools**

Section 1 (to be completed by the receiving school)

Student—Complete Legal Name(s)				MET Number	
		Given Name		Middle Name	
Current Address					
Street or PO Box				Telephone	
City/Town		Province		Postal Code	
Previous Address <input type="checkbox"/> Same as Current Address					
Street or PO Box				Telephone	
City/Town		Province		Postal Code	
Parents/Legal Guardians (Names)					
		Given Name		Middle Name	
		Given Name		Middle Name	
Parents/Legal Guardians (Address) <input type="checkbox"/> Same as Student Address					
Street or PO Box				Telephone	
City/Town		Province		Postal Code	
Last School Attended (Sending School)					
School Name					
Street or PO Box				Telephone	
City/Town		Province		Postal Code	
Receiving School					
School Name					
Street or PO Box				Telephone	
City/Town		Province		Postal Code	
Name of Principal					
Signature of Principal		Date		Enrolment Date	

continued

**Transfer Notification Form
for Sharing Information between First Nations and Provincial Schools (continued)**

Section 2 (to be completed by the sending school)

Date Student Last Attended		Grade at Time of Transfer K 1 2 3 4 5 6 7 8 9 10 11 12
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Please list any relevant educational information that may affect placement or provision of services to the transferring student:
(Examples: counselling, educational assistant, clinical services, literacy programming, numeracy programming ...)

Does this student have special requirements? Yes No
If yes, please attach the *Needs Inventory Form* (Appendix B).

First Language of Student		
Language(s) Spoken at Home		
Language(s) in Which Student Has Verbal Fluency		
Language(s) in Which Student Has Written Fluency		
Does this student understand English language instruction? <input type="checkbox"/> Yes <input type="checkbox"/> No		
Child Protection Agency and Contact Person (if applicable)		
Name of Sending School Principal		
Signature of Sending School Principal		
Date Pupil File Sent		

APPENDIX B

Needs Inventory Form (to be completed only if student has special requirements)

Needs Inventory Form			
Student Name		Date	
		MET Number	
School Division/First Nation			
Date of Birth	Year:	Month:	Day: Grade/Program
Cognitive Skills			
<input type="checkbox"/> The student has age-appropriate cognitive skills If not, please describe skills (include results of formal cognitive assessment, if available): _____ _____ _____			
Communication Skills			
Primary Communication Mode: <input type="checkbox"/> Speech <input type="checkbox"/> American Sign Language (ASL) <input type="checkbox"/> Augmentative/Alternative Communication (AAC) <input type="checkbox"/> Other			
Primary Language Used in Communication			
<input type="checkbox"/> The student has age-appropriate communication skills in primary language If not, please describe: Receptive language skills _____ _____ _____ Expressive language skills _____ _____ _____			

continued

Needs Inventory Form (continued)

Self-Management Skills

The student has age-appropriate self-management skills (as listed below)

If not, describe current functioning in the relevant area(s):

Eating

Grooming

Dressing

Toileting

Other self-management concerns (e.g., safety)

continued

Needs Inventory Form (continued)

Motor Skills

The student has age-appropriate motor skills

If not, please describe:

Gross motor skills/mobility

Fine motor skills

Sensory Abilities

The student's vision is within normal range

If not, please describe:

The student's hearing is within normal range

If not, please describe and attach a recent audiogram:

The student has other sensory needs—please describe:

continued

APPENDIX C

Considerations for the Receiving School When Supporting Students in Transition

Planning

- Does the school have a school/ guidance counsellor, resource teacher, and/or First Nations Student Advisor to assist with planning for student needs in consultation with the student, parents, and administration?
- Does the pupil file include data (e.g., test scores, attendance) related to student achievement?

Curriculum

- Was the student's program of study following the Manitoba curriculum?
- If not, are the learning outcomes from a locally developed curriculum or individual education plan available?

Positive Learning Environment

- Does the school environment promote the development of interpersonal skills that can prepare students for a positive learning environment?
- Does the school provide opportunities for First Nations students to ensure there is equitable representation in advanced courses, special initiatives, and extracurricular activities?
- Does the school provide information and resources to teachers to incorporate First Nations education into the instruction for students?

Staff Awareness/Training

- Is staff knowledgeable about the various cultural backgrounds of First Nations people?
- Is staff trained to recognize and deal with harassment, stereotyping, and prejudice?

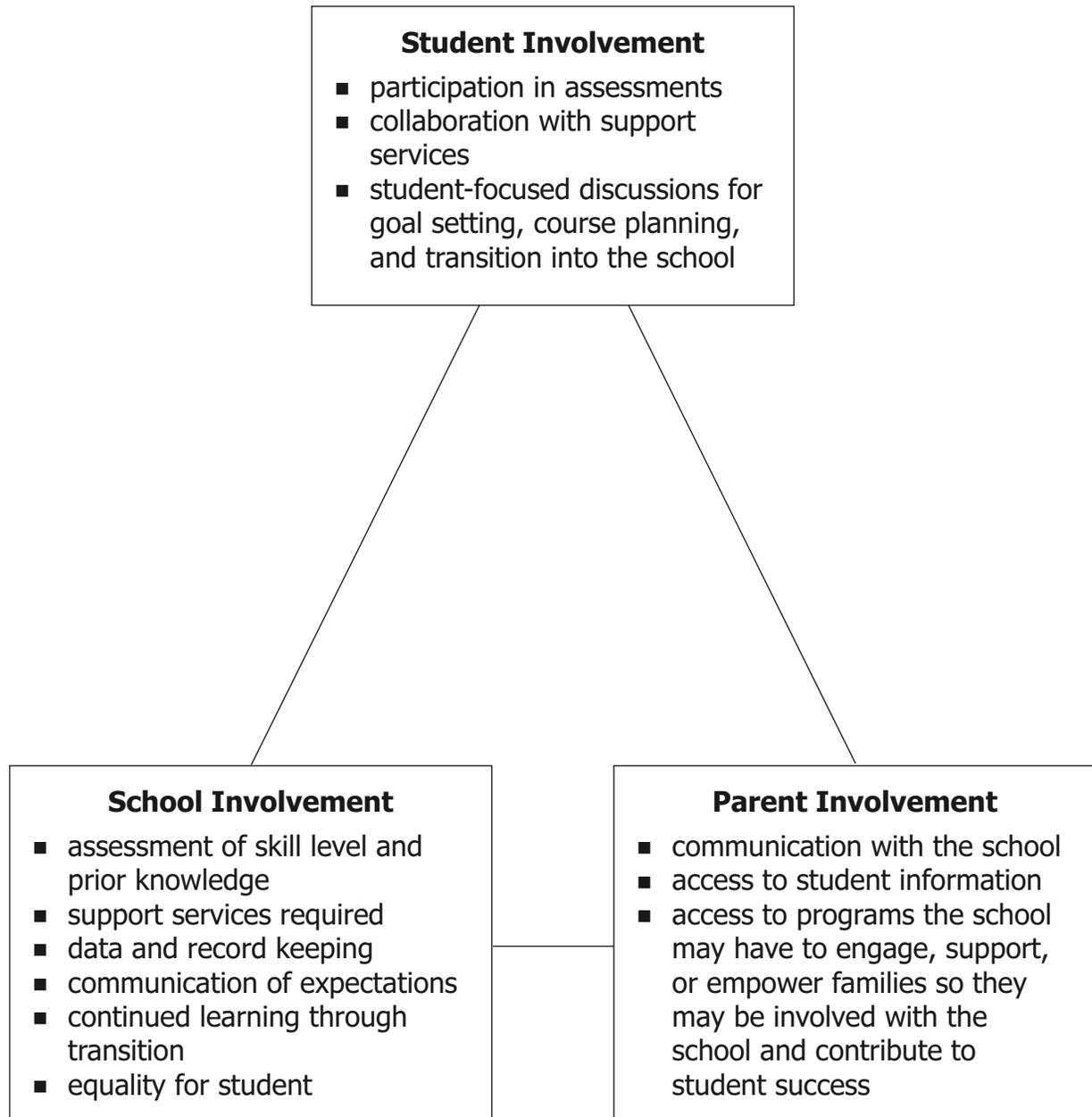
Student Experiences

- How does the student's previous school experience compare with their new school experience? (Examples: size of school, rural/urban, timetable structure, ...)

APPENDIX D

Transition Considerations

The following diagram represents key considerations during the transition process.



APPENDIX E

Resources and Supports

Documents

Healthy Child Manitoba, Manitoba Aboriginal and Northern Affairs, Manitoba Culture, Heritage and Tourism, Manitoba Education and Youth, Manitoba Family Services and Housing, Manitoba Health, Manitoba Justice, and Status of Women. *Guidelines for Early Childhood Transition to School for Children with Special Needs*. Rev. Winnipeg, MB: Healthy Child Manitoba, September 2002. Available online at www.gov.mb.ca/fs/childcare/transition_protocol.html.

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Manitoba Advanced Education and Training, and Manitoba Education, Citizenship and Youth. *Aboriginal Education Action Plan, 2004–2007*. Winnipeg, MB: Manitoba Advanced Education and Training, and Manitoba Education, Citizenship and Youth, n.d. Available online at www.edu.gov.mb.ca/abedu/action_plan/index.html.

Manitoba Education, Citizenship and Youth. *Appropriate Educational Programming in Manitoba: Standards for Student Services*. Winnipeg, MB: Manitoba Education, Citizenship and Youth, 2006. Available online at www.edu.gov.mb.ca/k12/specedu/aep/pdf/Standards_for_Student_Services.pdf.

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---. *Working Together: A Handbook for Parents of Children with Special Needs in School*. Winnipeg, MB: Manitoba Education, Citizenship and Youth, 2004. Available online at www.edu.gov.mb.ca/k12/specedu/parent/index.html.

---. *Working Together: Safe, Caring Schools, Families and Communities*. Winnipeg, MB: Manitoba Education, Citizenship and Youth, 2006. Available online at www.edu.gov.mb.ca/k12/safe_schools/pdf/safe_school.pdf.

Organizations

Indian and Northern Affairs Canada
www.ainc-inac.gc.ca/index-eng.asp

Manitoba Education
www.edu.gov.mb.ca/k12/

Manitoba First Nations Education Resource Centre
www.mfnerc.org/

Websites

Manitoba Education – Schools in Manitoba Search
<http://www3.edu.gov.mb.ca/school/school>

Manitoba Education – Special Needs Categorical Funding
www.edu.gov.mb.ca/k12/specedu/funding/index.html



GLOSSARY

GLOSSARY

First Nations Schools

Federally funded and band-operated schools.

INAC

Acronym for Indian and Northern Affairs Canada.

parents

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.

pupil file

A record or a collection of records respecting a pupil's attendance, academic achievement, and other related matters in the possession or control of a school board.

receiving school

The First Nations or provincial school admitting students in the given year.

registration form

A printed or typed document with blank spaces for insertion of required or requested information from the students and parents.

sending school

The First Nations or provincial school that students are transitioning from.

support services

Includes Elders, guidance counsellors, resource teachers, school authorities, First Nations Advisors, principals, orientation packages, student handbooks, tours, and other specialists or programs a school may offer.

transition planning

The process of change in the preparation of the student as they move from school to school.



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