



2021–22
ANNUAL REPORT



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2021–22

ANNUAL REPORT

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Message From FNSA President Aaron Burgess and FNEC President Tyrone McNeil

2021/22 was an exciting year for our organizations. In response to the ongoing challenges related to the COVID pandemic, the FNSA Board and FNEC Executive continued to work in close collaboration to implement a number of important initiatives. Additionally, in spite of some ongoing disruptions due to COVID, many important milestones in First Nations education are now being realized.

On behalf of the BC First Nations Schools Association (FNSA) and BC First Nations Education Steering Committee (FNEC), it is our pleasure to present our Annual Report for 2021/22. We once again welcome this opportunity to share information about our programs, services, and advocacy efforts to promote improved outcomes for First Nations learners and to raise awareness about First Nations education issues more broadly, and FNEC is pleased to take this opportunity to congratulate Aaron on his election as FNSA President in April 2022.

- Reflecting consistent activism on the part of First Nations leadership, FNEC, FNSA, and other education partners, and as part of the Province of British Columbia's commitment to truth, reconciliation, and anti-racism, the Ministry of Education and Child Care announced in March 2022 that it is implementing an Indigenous-focused graduation requirement for all students in BC. The proposed model for this enhancement to the Graduation Program will allow secondary students to meet the new requirement through a variety of existing and new course options. This important change responds to commitments in the Draft Action Plan for the Declaration on the Rights of Indigenous Peoples Act and the BC Tripartite Education Agreement. An Indigenous-focused graduation requirement also reflects ongoing work by the Ministry of Education and Child Care, FNEC, and other education partners to build widespread understanding and appreciation of First Nations' rights, histories, and traditions.
- In the past year, significant progress was also achieved in the advancement of the First Nations education jurisdiction initiative. After almost two decades of work to negotiate and put into effect the 2006 education jurisdiction agreements, in 2021/22 four First Nations – ?aq'am, Cowichan Tribes, Lil'wat Nation, and Seabird Island – successfully completed their community ratification processes and entered into individual Canada-First Nation Education Jurisdiction Agreements. As a result, in July of 2022, those four First Nations will become Participating First Nations and will begin formally implementing education jurisdiction. We congratulate all of the First Nations involved in the education jurisdiction initiative and acknowledge their extraordinary commitment and perseverance in pursuing this critical achievement in First Nations education.
- Directly associated with that exciting new development, First Nations who are implementing the education jurisdiction initiative in BC will soon be able to certify and regulate teachers who work in their own schools, and legislative changes introduced in October 2021 will make it possible for the Province of BC to provide operational support for this new certification and regulation process. The 2021 legislation will also change the composition of the BC Teachers' Council, the provincial body whose responsibilities include establishing certification, conduct,

and competence standards for provincial teaching certificate holders. The changes will ensure representation on the Council by the First Nations Education Authority (FNEA), which is the body made up of individuals appointed by First Nations participating in jurisdiction. Supporting Participating First Nations in certifying and regulating teachers in their own schools is fundamental to their exercise of jurisdiction and, importantly, the legislative changes brought forward were co-developed with FNEA, acting under the direction of the First Nations engaged in the initiative – a meaningful step in respecting First Nations control of First Nations education.

- On July 1, 2021, new provincial policy came into place that recognizes First Nations Authorized Courses (FNA Courses) for graduation purposes – that is, locally developed courses that have been approved by a First Nation Approving Body (i.e., FNEA and FNSA for most First Nations schools, or the FNEA for schools involved in jurisdiction). FNA Courses offered by First Nations Schools will be recognized as counting towards credits required for graduation with the Dogwood Diploma, and they are intended to respond to the local needs of First Nations schools and their communities while providing increased choice and flexibility for students.
- FNEA also participated in discussions with the Province of BC about the advancement of the Declaration on the Rights of Indigenous Peoples Act (DRIPA), which became law in BC on November 28, 2019. Through DRIPA, the Province formally adopted the internationally recognized standards of the United Nations Declaration on the Rights of Indigenous Peoples (UN Declaration). A Declaration Act Action Plan including 89 recommendations was released in March 2022, outlining how the Province of BC will bring the UN Declaration into harmony with its work over the next five years. FNEA was proud to be involved in developing some of the recommendations included in the Declaration Action Plan.
- Finally, we are very excited to note the new anti-racism legislation passed by the Government of BC in May 2022. This bill will complement and enhance our efforts to ensure that our learners have every opportunity for success.

We remain extremely grateful to everyone who has contributed to these and the many other accomplishments we have collectively achieved in the past year. Our invaluable relationships with First Nations, First Nations schools, and our education partners make our successes possible. We look forward to the year ahead with great anticipation, as we make plans to build on the important work that has been done to date.

BC Declaration on the Rights of Indigenous Peoples Act Action Plan

K-12 SPECIFIC ITEMS

Theme 1: Self-Determination and Inherent Right of Self-Government

- 1.6 Co-develop an approach to deliver on the BC Tripartite Education Agreement commitment, in which the Ministry of Education and Child Care and the First Nations Education Steering Committee will co-develop legislation that requires Local Education Agreements (LEAs) with First Nations where a First Nation wants one, and that requires the application of the provincial LEA at the request of a First Nation.
- 1.7 Update the Bilateral Protocol agreement between the BC Ministry of Education and Child Care and the First Nation Education Steering Committee for relevancy, effectiveness, and consistency with the UN Declaration to support First Nation students in the K-12 education system.

Theme 3: Ending Indigenous-Specific Racism and Discrimination

- 3.3 Conduct an external review of Indigenous-specific racism and discrimination in the provincial public education system, and create a strategy, including resources and supports, to address the findings.
- 3.4 Implement a mandatory course or bundle of credits related to First Peoples as part of graduation requirements in B.C. and co-create culturally relevant provincial resources with Indigenous people for use by all educators across the K-12 education system.

Theme 4: Social, Cultural, and Economic Well-being

- 4.1 Identify and undertake concrete measures to increase the literacy and numeracy achievement levels of Indigenous students at all levels of the K-12 education system, including the early years.
- 4.2 Develop and implement an effective recruitment and retention strategy to increase the number of Indigenous teachers in the K-12 public education system.
- 4.3 Co-develop and implement a framework for the involvement of Indigenous Education Councils in school district financial planning and reporting.
- 4.4 Identify, develop and implement mechanisms and approaches to enable Boards of Education to better support Indigenous students, including increasing and ensuring equitable access to education and safe environments.
- 4.29 Establish an Indigenous-led working group to develop a strategy for the revitalization of Indigenous languages in B.C., including potential legislative supports.
- 4.30 Support Indigenous language revitalization through sustainable funding.
- 4.31 Develop full-course offerings in First Nation languages and implement the educational Calls to Action from the Truth and Reconciliation Commission in the K-12 education system.
- 4.32 Co-develop a K-12 First Nations Language Policy and associated implementation plan for the public education system with the First Nations Education Steering Committee, including ensuring that the language and culture of the local First Nation(s) on whose territory(ies) a board of education operates schools are the ones primarily reflected in any First Nations language and culture programs and services of the board.

SUMMARY OF EDUCATION-SPECIFIC ACTIONS

The following education-specific items are from the BC Declaration on the Rights of Indigenous People Act Action Plan, March 30, 2022. The full document is available at <https://declaration.gov.bc.ca/>.

POST-SECONDARY SPECIFIC ITEMS

Theme 1: Self-Determination and Inherent Right of Self-Government

- 1.8 Recognize the integral role of Indigenous-led post-secondary institutes as a key pillar of B.C.'s post-secondary system through the provision of core funding, capacity funding and the development of legislation. This includes institutes mandated by First Nations, as well as a Métis post-secondary institute being developed by Métis Nation BC.
- 1.9 Work with the Nicola Valley Institute of Technology, and the Urban Native Youth Association to co-develop an urban Indigenous centre that supports the childcare, housing and post-secondary needs of Indigenous learners, and strengthen the capacity of the Native Education College to provide culturally relevant post-secondary opportunities for urban Indigenous learners.

Theme 4: Social, Cultural, and Economic Well-being

- 4.5 Co-develop a policy framework for Indigenous post-secondary education and skills training that includes:
- supporting post-secondary institutions to be more culturally relevant and responsive to the needs of First Nations, Métis and Inuit learners and communities;
 - expanding the Aboriginal Service Plan program to all 25 public post-secondary institutions;
 - ensuring that Indigenous learners have access to student housing that is safe, inclusive, and enables them to thrive personally, academically, and culturally;
 - developing mechanisms for First Nations, Métis and Inuit learners and communities to play an integral role in public post-secondary institutions' decision-making; and
 - identifying legislative amendments needed to ensure all public post-secondary institution boards include at least one Indigenous person.
- 4.18 As committed to in the First Nations Children and Youth in Care Protocol, co-develop and implement measures to support improved education outcomes of current and former First Nation children and youth in care, including meaningful data collection to inform policy planning and service delivery.
- 4.41 Work with First Nations, Métis chartered communities and urban Indigenous organizations to provide funding for self-determined, community-led programs for Indigenous Peoples to upgrade skills, obtain credentials, secure employment, and develop and support community economies.

Who We Are



The First Nations Schools Association (FNSA) was created to promote improved educational outcomes for students attending First Nations schools by supporting the development and implementation of appropriate, meaningful and quality education programs and providing a forum for networking and information sharing amongst schools and other education partners. The FNSA is committed to designing programs to assist First Nations schools in creating effective and linguistically and culturally appropriate education environments that provide students with a positive foundation in all academic areas.

FNSA Mission: “The First Nations Schools Association will collaborate with First Nations schools to create nurturing environments that will develop learners’ pride and competence in their First Nations language and heritage and will equip them to realize their full potential, within self-governing First Nations communities.”

68

FNSA Authorized Representatives attended the 2021 FNSA virtual Annual General Meeting

128

First Nation schools were FNSA members in good standing as of March 31, 2022



The First Nations Education Steering Committee (FNEsc) is a policy and advocacy organization that represents and works on behalf of First Nations in BC. FNEsc has a mandate to support First Nations in their efforts to improve the success of all First Nations students and advance First Nations education in BC by disseminating information, undertaking research, administering programs and services, and advocating and negotiating with the provincial and federal governments and other key stakeholders at the direction of First Nations.

FNEsc Mandate: “To facilitate discussion about education matters affecting First Nations in BC by disseminating information and soliciting input from First Nations.”

47

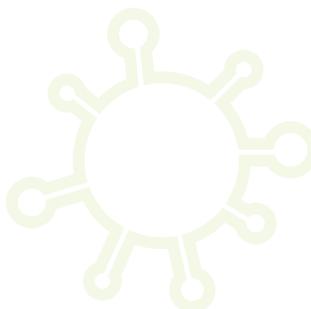
voting Board members were in attendance at the July 8, 2021 FNEsc Annual General Meeting

130

First Nations had appointed members to the FNEsc Board as of March 31, 2022

COVID-Related Programs and Services

Throughout the past year, FNEESC and FNSA worked closely with First Nations leadership, First Nation communities and schools, and other education partners to monitor and address the evolving circumstances resulting from COVID-19. FNEESC and FNSA representatives participated on a number of committees that were created in response to the pandemic, and collaborated with our government partners to arrange funding grants to help First Nations and First Nation schools respond to the related needs of their students and families.



The Numbers

- In 2021/22, Indigenous Services Canada (ISC) distributed \$11,513,608 **COVID-19 response funds** directly to First Nations to support their kindergarten to grade 12 (K-12) students regardless of where they were attending school.
- In spring 2021, FNEESC and FNSA invited proposals for **COVID-related learning loss grants** to sponsor a range of supports and activities to supplement regular K-12 school programming. 52 First Nations and First Nation schools used those grants to implement summer learning programs, extra-curricular programs and outside-of-school tutoring initiatives, home learning support initiatives, and on-the-land and cultural opportunities to increase students' mental health and well-being in response to the stress of the COVID pandemic.
- In September 2021, the BC Ministry of Education provided \$4.8 million to FNEESC to **address possible COVID-related learning loss for K-12 students who live on-reserve and normally attend public and off-reserve independent schools**. 111 First Nations requested a funding grant through that initiative to implement activities including, but not limited to:
 - Hiring teaching / tutoring / supervisory staff to support students who were learning in their community rather than returning to school in-person
 - Hiring staff to provide tutoring or other after-school enrichment services
 - Providing or adapting space to accommodate students who needed a place for learning in the community
 - Purchasing technology equipment or accessing connectivity required to support students who were learning in their community
 - Sponsoring necessary transportation to support students
 - Sponsoring programs or activities to support learning in students' homes to help address COVID-related learning loss
- In November 2021, the FNSA designated \$200,000 to provide a one-time opportunity for interested schools to access an FNSA Additional School Resources Grant. Schools could use the funds to purchase textbooks for classrooms, other resources to support student learning, as well as COVID-19 related equipment and supplies. 88 schools submitted applications for a grant, and each applicant received \$2,273.
- In 2021/22, ISC provided \$3.7 million emergency Post-Secondary Partnership Program (PSPP) funding to address challenges related to the COVID-19 pandemic. \$1.7 million of that funding was allocated to First Nations through the PSPP call for proposals process, and \$2 million was provided directly to First Nations-mandated post-secondary institutes.

Our Partnerships

FNESC and FNSA appreciate that efforts to improve outcomes for First Nations learners in BC are enhanced significantly by the range of partnerships that have been developed in the past several decades. Widespread contributions are enhancing the work being done by First Nations and First Nation schools, and continued collaboration will undoubtedly lead to the development of more relevant and meaningful policy, programs, and services, creating greater success in First Nations education.

FNESC and FNSA continually report to and seek direction from **First Nations leadership in BC** regarding all significant issues effecting First Nations education. Specifically, FNESC and FNSA appreciate the ongoing guidance and support provided by the Union of BC Indian Chiefs, the First Nations Summit, the BC Assembly of First Nations, and the First Nations Leadership Council (FNLC). In addition, FNESC's activities are undertaken according to a formal Protocol signed in 2015 that confirms the close working relationship between FNESC and First Nations leadership in BC, and their mutual commitment to a continued positive relationship. The Protocol recognizes FNESC as the lead First Nations education policy and advocacy organization in BC.

“We commit to engage in an ongoing, cooperative dialogue to achieve the purposes of this Protocol.”

From the Declaration and Protocol of Recognition, Support, Cooperation and Coordination Between the First Nations Leadership Council (BC Assembly of First Nations, First Nations Summit, and the Union of BC Indian Chiefs) and the First Nations Education Steering Committee

Through participation on the **Assembly of First Nations (AFN) Chiefs Committee on Education and National Indian Education Council**, FNESC representatives have been actively engaged in discussions about national education program guidelines and funding opportunities, including ongoing efforts to regionalize federal education programs and models to reflect the varying needs and circumstances of First Nations across the country, and to support a BC-specific model.

FNESC works closely with the **Indigenous Adult and Higher Learning Association (IAHLA)**, which was created in 2002 to support and represent Aboriginal-controlled adult and post-secondary education institutes in BC. FNESC and IAHLA have agreed to a Memorandum of Understanding (MOU), which acknowledges the respective roles of each organization in advancing an evolving BC Tripartite Post-Secondary Education (PSE) Model – described further in this report.

“Our mission is to support quality post-secondary educational institutes that leverage Indigenous language, culture and knowledge to create adaptable, competent, skilled citizens who are able to contribute to local, provincial, and national advancement.”

IAHLA Mission

First established in 1998, the **K-12 Indigenous Education Partners Table** (formerly the BC Aboriginal Education Partners Group) has grown to include some of the most significant stakeholders in the BC education system, including FNESC, FNSA, ISC BC Region, the BC Ministry of Education, including the BC Teacher Regulation Branch, the BC Teachers' Federation, the BC School Trustees Association, the BC School Superintendents Association, the BC Confederation of Parent Advisory Councils, the BC Principals' and Vice-Principals' Association, the Association of BC Deans of Education, and Métis Nation BC. In 1999, the organizations signed a Memorandum of Understanding to formalize their relationship and their shared aims for Indigenous education, and they continue to work together to achieve key goals.

"We, the undersigned, acknowledge that Aboriginal learners are not experiencing school success in British Columbia. We state our intention to work together within the mandates of our respective organizations to improve school success for Aboriginal learners in British Columbia."

1999 Memorandum of Understanding

The **BC Indigenous Post-Secondary Education and Training Partners Group (PSE Partners)** was formed in March 2005 to improve the BC public post-secondary system's relevance and responsiveness to the needs of Indigenous students in BC. The members of the PSE Partners include FNESC, IAHLA, the Association of BC Deans of Education, the BC Assembly of First Nations, BC Colleges, BC Aboriginal Training Employment Alliance Members, BC Association of Institutes and Universities, ISC BC Region, First Nations Public Service Secretariat, First Nations Summit, Métis Nation BC, BC Ministry of Indigenous Relations and Reconciliation, BC Ministry of Advanced Education, Skills and Training, BC Ministry of Education, Research Universities' Council of BC, and Service Canada. In 2005, the Partners signed a Memorandum of Understanding committing them to work together to advance positive outcomes for Indigenous learners in BC.

"We, the undersigned, acknowledge, that although there has been some progress in recent years there is a need for improved levels of participation and success for Aboriginal learners in post-secondary education and training in British Columbia. We state our intention to work collectively toward this goal within the mandates of our respective organizations and to bring in other partners as appropriate. This will be accomplished by building on our successes to date, collectively identifying needs, and implementing strategies to improve the success of Aboriginal post-secondary learners in British Columbia."

2005 Memorandum of Understanding

In addition to the many partnerships described above, FNESC and FNSA have established important formal relationships with the following organizations, among many others: the First Nations Health Authority (FNHA); the Association of BC Deans of Education (ABCDE); the Representative for Children and Youth (RCY); Sexual Orientation and Gender Identity (SOGI); Indigenous Sport, Physical Activity and Recreation Council (ISPARC); and the First Nations Technology Council (FNTC).

Our Agreements

The BC Tripartite Education Agreement (BCTEA)

“Making systemic shifts to support successful educational outcomes of all First Nation students, regardless of where they live or are enrolled in school in BC.”

2018 BCTEA Purpose

In June 2018, the BC Tripartite Education Agreement: Supporting First Nation Student Success (BCTEA) was signed by FNEC, Canada, and British Columbia (BC), and witnessed by the FNSA. BCTEA represents a cooperative commitment that formally recognizes the capacity of BC First Nations communities and schools to build and implement a relevant and research-based First Nations Education System.

BCTEA provides a flexible funding model for First Nation schools based upon the BC public education funding formula, with adaptations to reflect First Nation schools' unique characteristics. BCTEA also provides funding for a comprehensive collection of second and third level services and for unique, First Nations designed and delivered special education and First Nations Language and Culture programs. Those programs and services are described throughout the remainder of this report.



Sik-E-Dakh School

In the spirit of partnership and respecting the government-to-government relationship between the Province of BC and First Nations, BCTEA also commits FNEC, ISC, and the Ministry of Education and Child Care to ongoing collaboration that is intended to benefit all students in BC, regardless of where they attend school, and the parties are working to significantly improve outcomes for First Nations students through the following initiatives, among others.

- Reflecting FNEC's long-term advocacy, and now formalized as a BCTEA commitment, the Ministry of Education and Child Care annually publishes data to monitor the achievement of Indigenous students in BC and provides access to community-specific data to inform First Nations about their students' progress, which informs discussions between First Nations and School Boards about mechanisms for supporting First Nations learners.
- Each year, BC school districts are required to provide an Indigenous-focused professional learning day to all teachers in public schools. The purpose of this day is to prioritize Indigenous student achievement and to further integrate Indigenous worldviews and perspectives into public education learning environments. This commitment is also directly related to the implementation of the ninth Professional Standard for BC Educators.

“Educators respect and value the history of First Nations, Inuit and Métis in Canada and the impact of the past on the present and the future. Educators contribute towards truth, reconciliation and healing. Educators foster a deeper understanding of ways of knowing and being, histories, and cultures of First Nations, Inuit and Métis.”

Professional Standards for BC Educators, June 19 2019, BC Teachers' Council

- For the past three years, the Ministry of Education and FNEESC co-hosted a Jointly Convened Annual Meeting (JCAM), which brought together Superintendents and Chairs of Indigenous Education Councils to discuss ways to support the success of First Nations students in BC public schools.
- Under section 4.16 of BCTEA, BC committed to “undertake a program to build capacity to improve outcomes for First Nation Students within school districts, with a priority on those school districts having consistently low outcomes for First Nation Students.” Accordingly, First Nations Educational Outcome Improvement Teams comprised of Ministry of Education and FNEESC representatives have engaged with specific school districts to develop plans to improve First Nation student outcomes.
- BCTEA includes important commitments related to Local Education Agreements (LEAs) – formal arrangements between BC First Nations and School Boards that outline strategies both parties agree will result in greater student success, and a mechanism through which federal funding for identified First Nations students is distributed to school districts and non-First Nation independent schools through First Nations. BC First Nations and the BCTEA parties support effective LEAs as a practical component of First Nations control of First Nations education.

“The Parties recognize Local Education Agreements as an integral part of the delivery of education services to First Nation students attending BC Schools, as they are an important mechanism for building relationships between First Nation communities and boards of education and schools, or independent school authorities, to support improved First Nation student outcomes.”

2018 BCTEA 4.11

- The BCTEA partners have developed guiding principles to apply to the negotiation, interpretation, and implementation of LEAs and to inform relevant legislative and policy changes. The BCTEA parties are also working on a draft Provincial LEA template, with a goal of having the Provincial LEA apply, at the request of a First Nation, where there is no existing LEA between a First Nation and School Board. An LEA Manager provides direct support to First Nations, assisting with research and student data analysis, facilitating workshops, and helping First Nations identify priorities and develop strategies for LEA negotiations and implementation. Additionally, relevant materials are included on the FNEESC website, and an LEA Toolkit is updated regularly.
- As outlined in BCTEA, the BCTEA partners also are responding to challenges regarding the transportation of First Nations students living on-reserve who attend BC public schools, recognizing that transportation issues too often impede the ability of First Nations students to actively participate and flourish in public education settings. Following the signing of BCTEA, Boards of Education and First Nations have worked together to determine the transportation needs of First Nations students and develop joint transportation plans, which have resulted in efforts to reduce travel times, improve transportation safety and reduce bullying concerns, and increase First Nations students’ participation in extracurricular activities and sporting events that will build student engagement and ultimately result in improved overall student outcomes. In order to support the co-development and submission of joint transportation plans in 2021/22, the BCTEA parties organized an Annual Meeting on Transportation and two drop-in Information sessions, which were open to representatives of First Nations and school districts.

▪ THE NUMBERS

185 joint transportation plans were funded in 2021/22, benefiting approximately **14,750** students

146 participants attended the Annual Meeting on Transportation in March 2022

166 participants (approximately) attended the two drop-in information sessions

In order to effectively assess the BCTEA accomplishments and identify the work still to be done, and consistent with Section 13 of the agreement, a BCTEA Review was cooperatively implemented by all three BCTEA partners in 2021/22. That review found that, while many important and substantive commitments have been completed and continue to be met by the BCTEA Parties, approximately 43% of the key BCTEA Commitments were only partially complete or incomplete. Key challenges identified for the completion of the BCTEA Commitments include the following.

- COVID-related difficulties delayed the implementation of several initiatives.
- The significant scope of the BCTEA commitments made it difficult for the Parties to implement all of the BCTEA plans according to the expected timelines, requiring the prioritization of key activities.
- Continued challenges exist in regard to School Board and First Nation relationships in some areas of the province, which made it more difficult to fully achieve all of the BCTEA commitments – especially those that require cooperative efforts and joint planning at the local level.
- Systemic racism in the BC Education System, including the racism of low expectations as identified in the Auditor General’s 2015 report, remains a serious, ongoing concern that continues to limit the success of the BCTEA initiatives and the achievement of First Nations students in BC.

Based on the findings of the BCTEA Review and the outstanding work to be completed, the BCTEA Parties agreed to extend the BCTEA term for an additional two years, to allow more opportunity to fully realize all of the BCTEA commitments.

First Nations Education Jurisdiction Agreements

In 2006, FNESC, Canada and the Province of BC signed a set of Education Jurisdiction Framework Agreements, with associated enabling legislation passed by Canada in 2006 and BC in 2007. Implementation of those agreements was delayed for some time by an inability to finalize the associated financial arrangements, but key challenges were resolved in 2018 and advancement of the jurisdiction initiative has accelerated since that time.

Throughout the past year, eleven Negotiating First Nations (NFNs) actively negotiated with Canada and BC to finalize updates to the suite of agreements originally signed in 2006, and FNESC worked with the NFNs to help build local capacity and develop materials to support information sharing and preparations for community ratification processes.

In addition, efforts with the Province of BC resulted in the finalization of a process for BC to recognize First Nations Authorized Courses (FNAC) for graduation purposes, and the NFNs created a new process for certifying and regulating specific teachers who work in Participating First Nation (PFN) schools – which was supported by legislative changes introduced in October 2021 that will make it possible for the Ministry of Education and Child Care to provide operational assistance for the implementation of the new certification and regulation process.

As a result of the continued dedication of the NFNs throughout the past two decades and the significant achievements made in 2020/21 and 2021/22, four NFNs – ?aq’am, Cowichan Tribes, Lil’wat Nation, and Seabird Island – completed successful community ratification votes and signed individual agreements with Canada, and they began implementing jurisdiction in July 2022 – representing a landmark step in enacting First Nations control of First Nations education in BC. Additional First Nations are planning community ratification votes to take place in 2022/23, and it is expected that the jurisdiction initiative will continue to grow in the coming years.



Jurisdiction Celebration at Seabird Island, July 11, 2022

Indigenous Children and Youth In Care Protocol

Reflecting the understanding that Indigenous children and youth in government care and former youth in care are entitled to consistent and reliable support at school and in their homes and communities so they have every opportunity possible for educational and lifelong success, a First Nations Children and Youth in Care Protocol was signed on May 26, 2020. That Protocol commits BC and First Nations to engage in dialogue and joint action on specific issues and initiatives, seeking to improve the educational outcomes and well-being of Indigenous children and youth in care and former youth in care through legislative, policy, and practice reform.

“This Protocol confirms and sets out a mutual commitment of the Parties to engage in dialogue and joint action on specific issues and initiatives to improve the education outcomes of all First Nations children and youth in care, and former youth in care, in British Columbia, including those First Nations children and youth who are or have been under temporary or continuing custody orders or youth agreements.”

Protocol Between the First Nations Leadership Council (BC Assembly of First Nations, First Nations Summit, and Union of BC Indian Chiefs) and FNEC and the Province of British Columbia (represented by the Minister of Education, the Minister of Children and Family Development, and the Minister of Advanced Education, Skills and Training)

Work facilitated through this Protocol will include easing students’ transitions into the school system, from grade to grade, and out of the school system to post-secondary or the workforce. The Protocol is also intended to ensure supports and services are tailored to the needs of each child and their specific circumstances, in a way that connects them to their language and culture.

BC Ministry of Education – FNEC Protocol Agreement and Related Collaboration

In June 2015, the BC Ministry of Education and FNEC signed their first-ever Protocol agreement to formalize their long-standing bilateral relationship and provide a clear framework for continued joint efforts. The Protocol is complemented by regular meetings of staff and quarterly meetings of FNEC and the Deputy Minister, as well as the development of a joint workplan. Associated with this Protocol, FNEC continues to be an active participant in provincial policy discussions, and FNEC and the Ministry of Education work together to identify opportunities to integrate First Nations’ perspectives into public education decision-making processes and to share resources and expertise. In 2020/21, FNEC began updating the Protocol to make it align with the UN Declaration and BCTEA.

“This Protocol confirms the ongoing relationship between the Parties and formalizes an effective bilateral process to assist the Parties to improve the educational outcomes of First Nations students through collaborative efforts.”

BC / FNEC Protocol Agreement

Post-Secondary Education and Training Protocol Agreement

On July 8, 2016, the Minister of Advanced Education, FNEC President, and IAHLA Chair signed the Post-Secondary Education and Training Protocol Agreement, which formalizes the positive working relationship between the signatories and establishes a commitment to meet regularly in order to advance First Nations post-secondary education and training in BC. In 2020/21, FNEC and IAHLA also began updating this Protocol to make it align with the UN Declaration and the BC First Nations Tripartite Post-Secondary Education Model being developed by First Nations.

“The Parties seek to formalize a process for their ongoing relationship by articulating a process by which they will continue to cooperate on matters related to improving educational outcomes and participation of First Nation and Aboriginal adult and post-secondary students, including the advancement of the Aboriginal Post-Secondary Education and Training Policy Framework and other matters as agreed.”

Post-Secondary Education and Training Protocol between British Columbia as represented by the Minister of Advanced Education, the BC First Nations Education Steering Committee, and the Indigenous Adult and Higher Learning Association, July 8 2016.



Wabsuwilaks'm Gitselasu



Tyrone McNeil, FNEC President

Our Information Sharing Efforts

FNESC Regional Sessions

Each year, FNESC and its education partners report on their activities and important First Nations education issues at a series of workshops known as Regional Sessions. These sessions provide important opportunities to discuss emerging issues, with the goal of increasing the capacity of First Nations and their partners to address education matters affecting First Nations learners. The sessions also represent a fundamental component of FNESC's efforts to maintain accountability to First Nations in BC.

Although the 2021/22 Regional Sessions were delayed beyond the end of the fiscal year due to COVID travel restrictions, beginning in May 2022 a return to in-person sessions was possible with appropriate health and safety protocols in place. A virtual session was also offered for those who could not attend in-person.

6 in-person Regional Sessions

1 virtual Regional Session

140 attendees (approximately) participated in the Regional Sessions

98% of in-person session participants who shared responses rated the event as **EXCELLENT** or **VERY GOOD**

91% of in-person session participants who shared responses found the content **VERY VALUABLE** or **VALUABLE**.

84% of virtual session participants who shared responses rated the event as **EXCELLENT** or **VERY GOOD**

100% of in-person session participants who shared responses found the content **VERY VALUABLE**

SAMPLE PARTICIPANT COMMENTS

The presenters were great at explaining everything. They were respectful and easy to approach.

The session was very informative and easy to understand.

I received valuable information about resources we can utilize.

I felt more informed after I left.

I love and appreciate all of the information provided by FNESC.

It was great to see and interact with other communities and FNESC staff in-person.

The FNSA 2021 Conference and Annual General Meeting

Due to the COVID pandemic, the FNSA Annual General Meeting (AGM) was held virtually in April 2021, allowing FNSA members to come together for information sharing and to elect a new Board of Directors for the 2021/22 school year.

Additionally, a virtual 2021 FNSA Conference, which focused on the theme “Power of the Past, Force of the Future,” provided participants an opportunity to explore a wide range of effective practices for classroom instruction, school administration, and professional growth.

The 2021 virtual Conference was launched with a hope-centred keynote address by author Monique Gray Smith, who shared some of her stories and discussed how stress and trauma may be impacting students and school staff. A second keynote presentation by education speaker and advocate Holly Clark introduced important concepts for helping teachers create classrooms where students want to learn and can become the agents of their own thinking and understanding. Conference participants also were able to join virtual workshops on topics such as building a language program, connecting school curriculum to community values and goals, sexual orientation and gender identity inclusion in schools, and personalized professional development driven by collaboration and professional growth plans.



68 voting members participated in the Virtual FNSA AGM in June 2021

83% of those participants who shared responses to the 2021 Conference found it **VERY VALUABLE** or **VALUABLE**

SAMPLE PARTICIPANT COMMENTS

The 2021 FNSA Conference was excellent, well planned, and very informative. Congratulations to all of you on a very successful virtual conference.

I want to say thank you! This was my first conference with FNSA, and I really enjoyed it and appreciate all the hard work that everyone did!

It was well rounded and well organized.

I enjoyed both keynote speakers.

Excellent topics. Very approachable speakers.

I found that we are all so rich in our communities with the resource people we have on hand. Listening to the stories and feedback opened my eyes to what is available and showed me I need not panic. Thank you very much.

The Annual FNEC Education Conference

Unfortunately, due to COVID safety precautions, FNEC was unable to host its Annual Education Conference as usual in 2021.

Other Information Sharing and Consultation Efforts

FNEC and FNSA regularly organize a broad range of information sharing sessions, maintain websites, implement media strategies, and provide regular communications to help representatives of First Nation communities and schools stay informed of relevant education issues as they arise.



Wabsuwilaks'm Gitselasu



Sik-E-Dakh School



Jurisdiction Celebration, July 11, 2022

Our Support for First Nations Education Governance and Parental Engagement in Education

It is well recognized that strong governance is a crucial factor in the success of First Nations primary, elementary, and secondary students, wherever they attend school. This is because the core of First Nations education transformation is led at the school and community level, responding to the visions of First Nations for their citizens. Meaningfully facilitating First Nations' decision-making for the education of their learners – wherever they attend school – and the right of First Nations to establish and control their educational systems and institutions are fundamental principles of First Nations control of First Nations education and a crucial component of First Nations' inherent rights of self-determination and self-government – rights protected under section 35 of the *Constitution Act, 1982* and affirmed in the *United Nations Declaration on the Rights of Indigenous Peoples* (UN Declaration). Recognizing that the leadership role of First Nations Education Governance Authorities is critical to the success of First Nation education in BC, FNEC and FNSEA are fully committed to supporting capacity development in this area.

For example, in 2020 an Advisory Committee with representatives of First Nations and First Nations schools was created to guide the development of a *Handbook for First Nations School Governing Authorities*. That Handbook reviews a range of governance topics, such as defining the school's purpose and mission, working with the school principal, advocacy, communications, financial management and school policies, and School Governance Authority procedures and professional development. Based on the positive response to the Handbook, in 2021/22 several workshops were organized to share information and gather feedback about possible additional activities to support First Nation schools' governance.

In addition, funding was accessed through Canada's 2021/22 Education Partnership Program (EPP) to provide grants to First Nations, which were allocated using a base-plus-per-capita formula that accounted for all K-12 students regardless of where they live or are enrolled in BC. This approach reflected the understanding that First Nations can have a critical and positive influence over the education programs and services provided to their learners by public schools and independent schools that are located off-reserve, and First Nations School Governing Authorities are crucial for their schools' provision of high quality, engaging, and culturally relevant education opportunities for students enrolled in First Nations schools.

This initiative sponsored important capacity development efforts by First Nations, including the development or updating of relevant policy and procedures, community vision and strategic planning efforts, the creation of new Governing Authority structures and Terms of Reference, and activities to build parental involvement in education governance and advocacy for education. This work will ultimately contribute to more relevant and beneficial educational opportunities, ultimately improving First Nations student outcomes.

73 First Nations accessed an Education Governance grant in 2021/22

\$4.5 million was allocated for this work

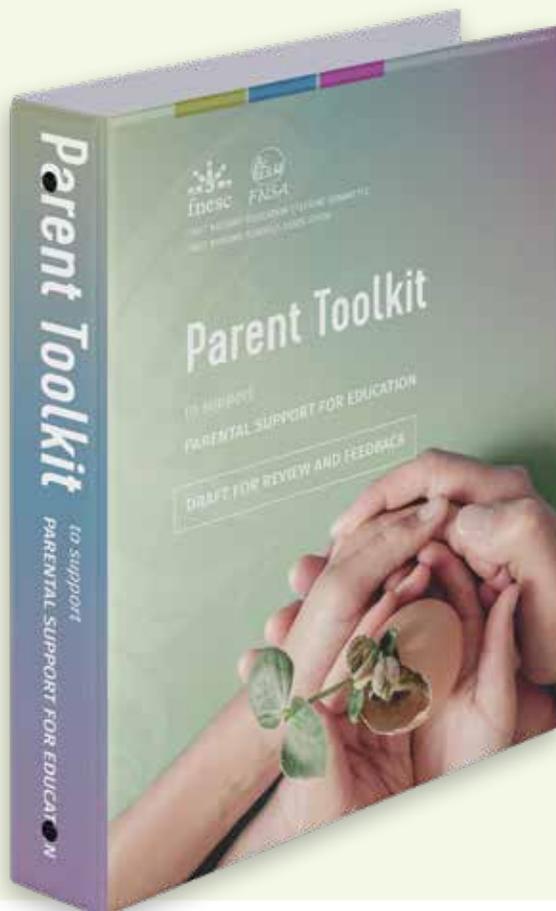
Additionally, for almost two decades FNEC and FNSA have organized a First Nations Parents Club to promote the key role of parents and caregivers in the educational success of their children by sharing information and parenting resources. Locally-based Parent Clubs regularly receive newsletters, calendars for participating parents, and Parent Kits with practical resources to support parental engagement and advocacy. In addition, funding grants are distributed each year to sponsor Club activities, such as guest speakers, training opportunities, and other activities to encourage parental engagement in education.

32 Parents Clubs

857 Parents Club members in 2021/22

30 Parents Club grants were awarded *

** While this initiative broadly supports First Nations parents in a variety of situations, grants are provided only to those clubs that can demonstrate direct affiliation with a First Nation.*



In addition, in the past year a new Parents Toolkit was developed, which includes a series of short, reproducible papers that can be adapted and shared with parents to provide information about topics in three general areas.

1. Appreciating the importance of parental involvement in education
2. Understanding the structure of the school system, how to build positive relationships with school staff for the benefit of students, and what to do if difficulties arise
3. Thinking about how to create healthy and supportive learning environments at home

Our Efforts to Promote First Nations Language Education

“Based on the authority and direction of First Nations, FNEC and the FNSA have worked to establish an effective and relevant education system to support First Nation Students and First Nation Schools that ... is founded upon the priority of exercising and revitalizing First Nations’ languages and cultures, and reflects the cultures, values and traditions of the communities they serve”

2018 BCTEA

The BC First Nations Education System is built on a recognition that First Nations languages and cultures are central to First Nations’ distinctive traditions and ways of life and are inherently derived. Under the UN Declaration, Indigenous peoples have the right to revitalize, use, develop, and transmit to future generations their histories, languages, oral traditions, philosophies, writing systems, and literatures, and to designate and retain their own names for communities, places, and persons. Additionally, the TRC Calls to Action include important measures focused on supporting First Nations to regain fluency in their languages.

Recognizing those important principles, FNEC and FNSA continue to make every effort possible to assist First Nations with their language education activities.

First Nation Languages Sub-Committee: Since its establishment, FNEC has included a First Nations Languages Sub-Committee, which has continually directed the organization’s efforts to promote and support a variety of First Nations language professional development opportunities, research projects, and services. The First Nations Languages Sub-Committee includes dedicated representatives of First Nation communities and schools, as well as partner organizations.

First Nations Language Teacher Mentor Apprenticeship Program: 2021/22 represented the fifth year of a First Nations Language Teacher Mentor Apprenticeship Program (FNLTMAP), which is intended to assist Language teachers in increasing their language fluency in order to enhance the quality of instruction and learning within First Nations language education programs, and to support the development of more immersion programming by interested First Nations. The FNLTMAP supports one-on-one teams that include a First Nation language mentor and an apprentice,

who together complete 300 hours of language immersion work over a one-year period. In 2021/22, a total of ten teams participated in the FNLTMAP.

First Nations Languages Fluency/Proficiency Degree:

For the past several years, an Indigenous Language Fluency Degree Consortium, involving FNEC, IAHLA, public post-secondary institutions, First Nations mandated institutes, and First Nations communities, has guided the design of a First Nations Languages Fluency/Proficiency Degree Program. The Consortium also obtained funding from the Ministry of Advanced Education, Skills and Training (AEST) for the delivery of the first two years of this Degree in communities, enabling students to enhance their fluency and prepare for the next stages of the program or ladder into other post-secondary pathways.

- Piloting of the program began in the 2019/20 school year, and in 2020/21 over \$2 million was provided to support communities and First Nations-mandated institutes to create programs under the Framework.
- In March 2021, the Bachelor of Nsyilxcn Language Fluency, delivered by En’owkin Centre in partnership with the Nicola Valley Institute of Technology and the University of British Columbia Okanagan, became the first First Nations Languages Fluency / Proficiency Degree Program approved for delivery.
- In March 2022, the FNEC and IAHLA Executives approved an allocation of \$1.5 million of funding from AEST to support a continuation of the initial cohorts participating in the laddered certificate/diploma/ program, leading to a bachelor’s degree at the partner post-secondary institute.

Association of BC Deans of Education: Since 2011, FNEC and IAHLA have had an MOU with the Association of BC Deans of Education, according to which the parties commit to collaboration and information sharing to address the following key priorities: promotion of effective and appropriate First Nations Language teacher education programs in BC; promotion of teacher education programs that effectively address Indigenous education; and advancement of the principles of First Nations ownership and control of Indigenous knowledge, resources, and materials.

BCTEA Language and Culture Initiatives: BCTEA acknowledges that the revitalization, preservation, and maintenance of First Nations Languages is integral to the well-being of First Nations people, and the agreement includes provisions for a comprehensive First Nations Language and Culture Program (FNLCP) for First Nation schools, as well as policy and program efforts related to First Nations language programming in the public education system.

Through the FNLCP, FNEC and FNSA provide grants to First Nation schools totaling approximately \$14 million annually – which is in addition to the funding that is provided

directly to schools for language education through the BCTEA funding formula. FNEC and FNSA also implement a range of programs and services to First Nation schools and communities, such as school visits to support school staff and students, regional First Nation school information sessions, workshops on curriculum and resource development, and a range of professional development opportunities for Language teachers.

BCTEA also recognizes that all students should have the opportunity to learn a First Nation language whenever possible and with the support of the Indigenous community. Therefore, the agreement includes a commitment to develop a collaborative, co-created process to support K-12 First Nations language learning in public schools, including joint work on a Ministry of Education First Nations Language Policy and accompanying implementation plan. BCTEA also provides for the collection and analysis of meaningful language and culture learning data, the advancement of full-course offerings in First Nation languages, and the inclusion of FNEC in any reviews of or changes to relevant Ministry of Education standards and policies. Work on these commitments continued throughout 2021/22.

131

First Nation schools received a First Nations Language and Culture Program grant in 2021/22

6,800+

First Nation school students received Language and Culture instruction in 2021/22

505

hours of Language instruction per week were offered to students of First Nation schools in the 2021/22 school year

641

hours of cultural instruction per week were offered to students of First Nation schools in the 2021/22 school year

393

virtual coaching calls with schools took place in 2021/22

168

Zoom meetings with schools took place in 2021/22

54

participants in First Nations language virtual information sessions in 2021/22

48

First Nation school Language teachers participated in monthly support calls in 2021/22

148

participants registered for 12 virtual professional development workshops in 2021/22

Our Additional Work to Support K4 - 12 First Nations Education

“Canada and British Columbia recognize FNEESC, working with the FNSEA, as having demonstrated the capacity to administer education programs and services on behalf of First Nations and First Nation Schools in British Columbia, to implement research-based and relevant programs to support First Nation Schools to deliver quality education and improve student outcomes, to provide Second and Third Level Services to First Nations and First Nation Schools, and to advocate for and advance the interests and needs of First Nation Students attending BC Schools.”

2018 BCTEA, 4.1

First Nation Schools Assessment and Certification Process

The First Nations Schools Assessment and Certification Process is a five-year cycle of review, improvement planning, and follow-up that was established well over two decades ago by First Nation schools in BC. The Process involves participating schools implementing a year-long review of all aspects of their operations, including considering school programs and administration structures, student outcomes data, as well as survey input from School Governing Authority members, students, parents / caregivers, and school staff. The overall goal of the process is to identify school strengths and areas for growth, leading to the creation of a School Growth Plan (i.e. a strategic plan for improvement). Upon completion of the internal review, participating schools are then visited by a team that reviews the assessment findings and School Growth Plan to provide suggestions and feedback. First Nation schools are sponsored for participation in the process and receive ongoing support through project workshops, ongoing assistance from FNEESC staff, and funding grants to assist with the implementation of School Growth Plans. Interested schools also may request “Certification” as part of the assessment process. This component requires meeting a set of collectively established standards related to school operations and climate, education programs, family and community engagement, and supports to promote student achievement and success. Certification through the First Nation Schools Assessment and Certification Process is now a primary component of several key education agreements and opportunities, including BCTEA, Reciprocal Tuition, First Nation schools’ access to the Dogwood and Adult Dogwood Diploma, and the jurisdiction initiative.



Kumsheen Secondary

-
- 20** First Nation schools participated in the School Assessment and Certification Process in 2021/22

 - 38** schools received a School Growth Plan Grant in 2021/22

 - 74** First Nation schools are now Certified by the FNSEA



Highlands Elementary

Curriculum Resource Development and Promotion

Using authentic First Peoples voice is one component of efforts to address colonial legacies, ensuring that First Peoples' cultures and perspectives are portrayed accurately and authentically, and providing opportunities for diverse voices in Canada to be recognized and celebrated. The inclusion of authentic First Peoples content into classrooms supports all students in developing an understanding of the significant place of First Peoples within the historical and contemporary fabric of the province and provides culturally relevant materials for Indigenous learners in BC.

Given the importance of supporting educators in integrating First Nations perspectives and content into their classrooms, FNEC and FNSA, in collaboration with teachers and partners, have developed a Learning First Peoples series of teacher resources to support English Language Arts, Science, Social Studies and Mathematics courses. The resources reflect the First Peoples Principles of Learning as well as the Calls to Action of the Truth and Reconcilia-

tion Commission, including the call to “integrate Indigenous Knowledge and teaching methods into classrooms” and “build student capacity for intercultural understanding, empathy and mutual respect.”

Given the dramatic increase in the number of Indigenous texts available, FNEC and FNSA also have developed tools to help educators in BC make decisions about which resources might be appropriate for use with students.

Additionally, a variety of workshops and meetings are sponsored each year to promote the First Peoples Principles of Learning, First Nations specific courses, and the variety of teacher resource guides available for pre-service and in-service professional development efforts.

More information about all of these resources and opportunities is available at www.fnesc.ca.

Special Education Program

For almost two decades, a FNEESC/FNSA Special Education Program (SEP) has helped First Nation schools meet the needs of their students with exceptionalities. Through BCTEA, approximately \$24 million is available to support students with exceptionalities who are enrolled in First Nation schools, including collective programs and services to build the schools' capacity to help all students succeed.

The majority of the funding available for SEP is allocated to all First Nation schools through grants to support their special education programming, and a portion of the SEP funding is available through a proposal process to address additional student needs.

The funding provided for school-based services is complemented by a range of collective initiatives to create economies-of-scale and increase access to necessary expertise and special education materials by all First Nation schools in BC.

- Special education staff share information with schools, answer questions, organize services, and provide professional development through workshops and in-school support.
- SEP-sponsored Speech Language Pathologists (SLPs) share information and relevant strategies with staff of First Nation schools, and they also assist with student assessments and share recommended interventions for students with exceptional needs.
- Occupational Therapists (OTs) and Physical Therapists (PTs) share relevant information with families and school staff and provide needed student assessments and follow up.
- The BC SEP also includes a Learning Assistance Teacher (LAT) Network, through which LATs meet regularly for networking and information sharing.

127 schools received and reported on their 2021/22 SEP grants

1,862 students were supported through the SEP grants

59 student assessments were sponsored through the Coordinated Psycho-Educational Assessment initiative – fewer than scheduled but the number possible given the COVID-19 disruptions

104 different schools were supported virtually by SEP staff (as no school visits were possible in 2021/22 due to the pandemic)

229 new Individual Education Plans (IEPs)/SMART Goals were facilitated with school staff

42 schools were virtually supported by OTs, with 96 new students assessed and 711 consultations about interventions

57 virtual workshops were facilitated by SEP staff

16,704 contacts with schools made by SEP staff (including telephone calls, emails and video meetings)

BCTEA REPORTING

1,815 students were identified as having an Individual Education Plan (IEP) in 2021/22

1,365 of those students met one or more of their IEP goals

Professional Development Supports

In 2021/22, FNEC and FNSA hosted a second annual virtual Professional Learning Series for First Nation school educators, support staff, School Governing Authority representatives, and community education staff. Over a six-week period from late August until the end of September 2021, a range of professional development sessions were offered on topics including, among many others, Making Math Magical, an Adrienne Gear Workshop Series, Adult Education – Getting Started, Assessing for Success, Best Practices in First Nations Schools for Language Revitalization, Beginning the Individual Education Plan Process, Creating a Language Curriculum Lab and Resource Library, Report Cards, and K4 Themed Planning for Success.

260+

people registered to participate in some portion of the 2021 Professional Learning Series

FNEC and FNSA also expanded the professional development and information sharing opportunities available for staff of First Nation schools through a Network for principals who are new to First Nation schools and a Network for Education Assistants (EAs). The Networks allowed small cohort groups to meet regularly to engage in discussions and share experiences and ideas. FNEC and FNSA are now in the process of planning additional Networks to begin in the fall of 2022 for principals, teachers, adult educators, EAs, and K4 educators.

approx. **20**

new principals participated in Network meetings between October and May

35

EAs participated in Network meetings between October and May

100%

of the principals who responded to the feedback surveys found the network **valuable**

82%

of the EAs who responded to the feedback surveys found the network **valuable**

SAMPLE PRINCIPAL COMMENTS

I found the network for principals very valuable because I learned a lot from the other amazing principals out there. Thank you for your sharing.

It was very helpful to make connections with other First Nation school principals. It was very validating to hear that some of the issues / concerns that I am experiencing are not isolated to just me and my school community.

I appreciated having a 'topic' for each session to focus the discussions and guide the conversations. This definitely helped to guide professional development for school administrators.

Well-researched readings, good introduction to topics by facilitator(s), break-out sessions that were useful to understand other schools' issues, and strategies to help solve problems. Very respectful and knowledgeable facilitators.

SAMPLE EA COMMENTS

I enjoyed hearing from EAs with all those years of experience.

Listening to all the others share their experiences and learning about the strategies that worked for them was very helpful.

I found the information shared useful. The questions generated a lot of discussion amongst our staff. It was good to connect with people we wouldn't otherwise hear from.

I enjoyed the professional development ... please keep it up. I love to learn in order to continue helping our students.

In addition, the following professional development sessions, among others, were presented in 2021/22 using zoom.

- Twelve Microsoft Office training sessions were organized from November to December 2021 to support administrative assistants employed by First Nation schools.
- In October and November 2021, Adrienne Gear, a BC teacher, author and consultant, presented four sessions: Getting Started with a Balanced Writing Program, Personal Narrative Writing, Nonfiction Writing, and Story Writing.
- In April and May 2021, Holly Clark, an education thought-leader, speaker and author facilitated 5 sessions related to technology; Introduction and Getting to Know You, Get to Know Pear Deck for Interactive Online Teaching, Padlet for Online Teaching, Flipgrid in the Online High School Classroom, and a session related to Hyper Docs and Digital Assessment.

Services from School Support Staff

Regional Principals: First Nations schools in BC can request support from Regional Principals, who help First Nation school principals fully understand the complexity of their roles, model supervision of instruction practice (including effective teacher observations and follow-up), assist with scheduling / planning of school structures, promote access to available services and professional development opportunities, and assist with the design and implementation of frameworks for monitoring and responding to student data.

71

First Nation schools received support from Regional Principals in 2021/22

approx. 791

support telephone calls were provided by Regional Principals

approx. 2,077

support emails were provided by Regional Principals

approx. 751

remote support sessions using Zoom were provided by Regional Principals

Instructional Coaches: First Nations schools in BC also can request support from Instructional Coaches, who work with teachers to support effective instruction and assessment practices for the benefit of First Nation school students.

99

First Nation schools received support from Instructional Coaches in 2021/22

approx. 76

support telephone calls were provided by Instructional Coaches

approx. 692

support emails were provided by Instructional Coaches

approx. 390

remote support sessions using Zoom were provided by Instructional Coaches



Kinnikinnick Elementary

Promoting Evidence-Based Decision Making

FNESC and FNSA continue to support First Nation schools with the collection and analysis of student performance data by sponsoring specific professional development and follow-up for the effective use of the Acadience Reading Assessment, Canadian Achievement Test 4 (CAT4), and the Preschool Early Literacy Intervention (PELI) assessment. For example, in April 2022, four regional CAT4 regional training workshops were hosted, intended to help First Nation school educators and school principals understand how to effectively implement the CAT4 assessment. In addition, in September and October 2021, three workshops were hosted for First Nation school staff: *Acadience – Train the Trainer* and *Acadience Training for New Educators – Parts I & II*. *Next Steps After Fall Benchmarking* was also organized in January 2022 to assist First Nation school principals.

Unfortunately, due to the ongoing challenges related to COVID-19, many First Nation schools were not able to implement CAT4 assessments in the spring of 2021 or 2022.

44 First Nation schools were supported in implementing CAT4 in 2021/22

24 First Nation school representatives participated in a CAT4 training workshop in 2021/22

55 people participated in the Acadience workshop series

Information and Communications Technology Support Programs

First Nations are fully committed to ensuring that their students are able to learn the skills and knowledge that are needed to access a full range of opportunities in today's society and FNESC and FNSA therefore, recognize Information and Communications Technology (ICT) as a critical area for support programs and services.

Data Records and User Management System (DRUMS):

First developed in 2010, the Data Records and User Management System (DRUMS) provides an integrated infrastructure for First Nation schools to manage student information, input course enrollments, and produce report cards. Training opportunities are available for schools that are using DRUMS, and FNESC and FNSA regularly communicate with participating schools to ensure that the system remains relevant and effective.

76 First Nation schools participated in the DRUMS initiative in 2021/22

41 First Nation schools participated in DRUMS training in 2021/22

Technology Support Line: BCTEA funding sponsors a toll-free technical support line to answer questions from First Nation school staff who require assistance with issues related to hardware and software (such as upgrades, licensing, warranties, product suggestions, and usage), connectivity, and purchasing options.

Connectivity Upgrades for First Nation Schools: The transition to BCTEA included a commitment by ISC of over \$4 million for one-time First Nation school connectivity upgrades, as well as an estimated \$11.5 million for maintaining First Nation school connectivity from 2018 to 2023.

121 schools received connectivity upgrades since 2018

Regional ICT Support Technicians: In 2018/19, FNEC and FNFA began sponsoring visits by ICT Technicians to assist First Nation schools' access to and effective use of technological resources. The Technicians contacted each school at least twice in the 2021/22 school year to offer remote support, with additional virtual video-conferencing sessions to remote / particularly under-served schools. The technicians were able to help with: technology and network supports; connectivity problem solving; server administration; computer, printer, and/or smartboard set up and training; and mentoring community IT staff for capacity building within communities.

262

virtual school contacts were made by ICT Resource Technicians, as visits to schools were not possible due to COVID complications

Connected Classrooms Program

The Connected Classroom Program was created over a decade ago to address serious difficulties First Nations schools experience in recruiting and retaining secondary teachers with specialized content knowledge, as well as the challenge of having very small cohorts of students for some grade 10 - 12 courses that lead to graduation and/or are often required as pre-requisites for post-secondary programs.

The Connected Classrooms Program provides an innovative opportunity for collectives of First Nation schools to offer high school courses jointly. The Program uses a combination of technologies to create an integrated, interactive classroom environment for students to join from various locations throughout the province. Students enrolled in Connected Classrooms Program courses participate in a real time virtual classroom with a qualified educator who has the subject matter expertise needed to instruct the course, who co-teaches with a certified educator who supports students on-site. All First Nation schools and adult education centres in BC that offer grades 10 – 12 are invited to participate in the Program when they have students who would benefit from accessing this unique and flexible learning option.

19

First Nation schools and adult education centres participated in the Connected Classrooms Program in 2021/22

129

students were involved the Connected Classrooms Program

283

course registrants (as some students took more than one course through Connected Classrooms)



Wabsuwilaks'm Gitselasu



Sik-E-Dakh School

Bus Capital Program

Consistent with BCTEA, a Transportation Capital Policy approved by the FNSA and FNEC leadership guides the management of funding for the purchase of school buses for First Nation schools, allocating funding based upon factors including bus age and mileage. The available grants allow for the purchase of a range of bus sizes depending on school needs.

23	new buses were purchased in 2017/18 (costing \$1.61 million)
18	new buses were purchased in 2018/19 (costing \$1.59 million)
14	new buses were purchased in 2019/20 (costing \$1.21 million)
17	new buses were purchased in 2020/21 (costing \$1.62 million)
19	new bus purchases were approved in 2021/22 (costing \$1.53 million)

Human Resources Supports

Recognizing that effective human resource practices are fundamental for operating strong schools, FNEC and FNSA dedicate BCTEA funding to employ a Human Resources Coach who provides day-to-day advice through email and a telephone helpline. Resources available from the Coach include informational videos that share teacher recruitment and hiring tips, template Human Resource policies and procedures, letters, forms, and agreements, as well as tool-kits related to: occupational health and safety; employee terminations; employee attraction, selection and retention; employee performance management; workplace relationships (harassment and bullying); and succession planning. The Coach distributed a monthly newsletter to schools in 2021/22 with information about job fairs and current issues, and the following resources are available: *Employment Handbook for First Nations Schools*; *Guide for Training Sessions for First Nations Schools: Employee Recruitment Practices*; and *Guide for Training Sessions for First Nations Schools: Employee Retention Practices*.

Since 2012/13, FNEC and FNSA have also facilitated First Nations schools' access to the recruitment platform Make a Future BC, which promotes schools' employment opportunities to a broad audience and connects schools with teachers who are seeking work.

65 active First Nation school employer accounts on the Make a Future website in 2021/22

275 jobs posted on the Make a Future web site in 2021/22

429 average number of views per posting

Circle of Well-Being Challenge

The *Circle of Well-Being Challenge* (CWBC), sponsored by the FNHA, is intended to promote good health by encouraging students to be physically active, eat healthy foods, and focus on mental health. The project distributes grants to support school-level activities and shares resources for student use.

40 schools participated in the CWBC in 2021/22

1,669 student participated in CWBC activities

The Seventh Generation Club Stay in School Initiative

Since 1997, FNEC and FNFA have sponsored the Seventh Generation Club – an initiative available to all interested First Nations students in BC that is intended to promote the importance of healthy choices, participation in physical activity, regular school attendance, and engagement in school. With financial support from the FNHA, in 2021/22 all Club members received an annual Daytimer with information related to higher education, career planning, nutrition, wellness, and organization skills, and featuring artwork and photos contributed by schools and students. In addition to the Daytimers, the Seventh Generation Club sponsors regular newsletters, a sports day, and contests to promote the Club's goals.

approx. 10,000 Seventh Generation Club members in 2021/22

150 different schools represented in Seventh Generation Club activities

First Nations and Inuit Youth Employment Strategy Initiative

The First Nations and Inuit Youth Employment Strategy consists of two distinct programs: 1. the Summer Work Experience Program (SWEPE), which supports opportunities for summer work experience and training for in-school secondary and post-secondary First Nations students; and 2. the Skills Link Program, which supports First Nations youth participants in the following initiatives.

- The Career Promotion and Awareness Program, which sponsors career development activities such as career fairs and leadership projects.
- The Cooperative Work Placements Program, which funds First Nation schools' career readiness activities.
- The Science and Technology Program, which sponsors activities to promote science and technology as a career choice by providing first-hand experience in various science and technology disciplines.
- The Mentored Work Placement Program, which supports work experience opportunities for out-of-school, unemployed, or under-employed First Nations youth.
- The Information Communication Technology (ICT) Work Placement Program, which sponsors ICT work experience opportunities for out-of-school, unemployed, or under-employed youth.

141 communities were funded through SWEPE in 2021/22

2,760 youth were supported through the Career Promotion and Awareness Program in 2021/22

27 First Nation schools were provided a Cooperative Education Program grant

1,034 students were included in 2021/22 Cooperative Work Placements

1,767 students participated in 2021/22 Science and Technology Programs

105 students were sponsored through the Mentored Work Placement Program in 2021/22

The Innovations In Education Program

In 2021/22, the federally funded Innovations In Education Program was implemented by FNEC and FNSA for the second time – providing grants to help BC First Nations design and implement new programs to support improved student outcomes. The program funding sponsored a range of projects focused on topics including, among others, cultural and on-the-land learning, social-emotional supports for students, attendance, parental engagement in schools, and technology-based approaches.

26 Innovations in Education Program grants were provided in 2021/22

First Nations Health and Science Promotion Initiative

With generous sponsorship by the FNHA, in 2021/22 FNEC continued the First Nations Health and Science Career Promotion (FNHSCP) Program, which provides grants to assist First Nations in offering their students health and science education and career planning activities. The program is intended to encourage students to consider and prepare for health and science related careers through activities such as tutoring and homework clubs, parent information sessions, workshops to promote career planning, relevant field trips, student visits to post-secondary institutes, science camps, and student attendance at health career fairs.

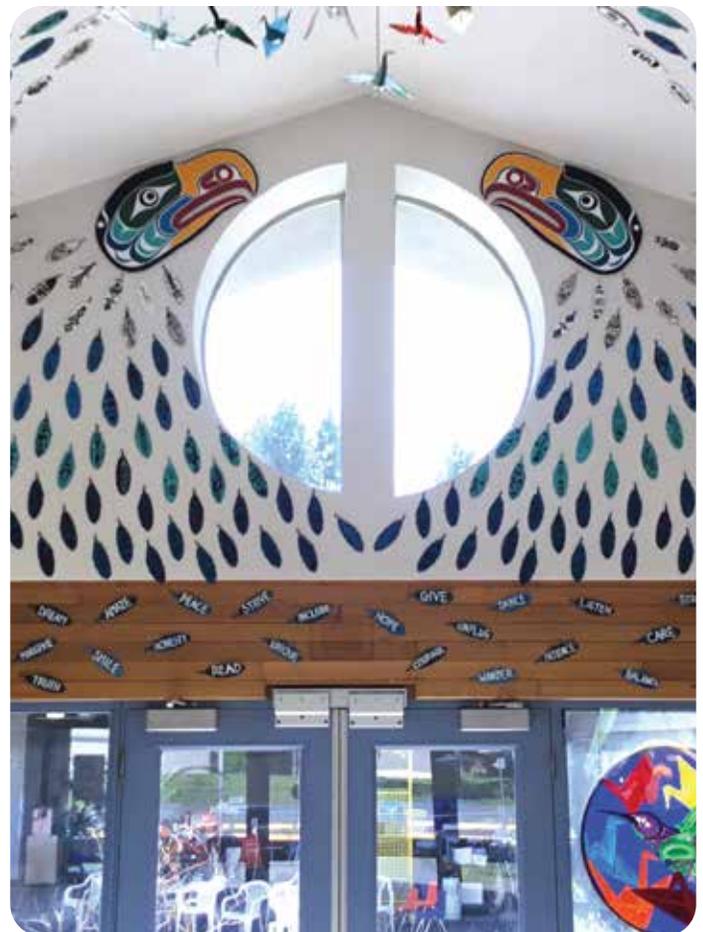
39 First Nations were provided a grant

1,628 students participated in 2021/22 FNHSCP activities

Artists in Education Initiative

Since 2003, funding has been provided annually for First Nation schools in BC by ArtStarts in Schools – a charitable organization that collaborates with educators, artists, families and communities to promote art as an essential part of learning and life. Artstarts-sponsored grants allow First Nation schools to provide exciting art opportunities for students by hosting programs involving local BC First Nation artists who are recognized by their communities for their talents and gifts.

25 schools requested an Artstarts grant in 2021/22



Arden Elementary

Our First Nations Post-Secondary Education Work

“First Nations assert their right and responsibility to direct and make decisions regarding all matters relating to First Nations lifelong learning as an Inherent and Treaty Right and Post-Secondary Education is a fundamental element of this continuum.”

Assembly of First Nations Policy Proposal: First Nations Post-Secondary Education

Building on the principles of life-long learning, FNEC is committed to supporting First Nations in building capacity in the area of post-secondary education (PSE), and to working with our partners to make the systemic changes necessary to advance positive outcomes for First Nations post-secondary learners.

Post-Secondary Sub-Committee (PSSC): FNEC’s PSE work is guided by a Post-Secondary Sub-Committee (PSSC), which participates in discussions and informs policies and programs to address First Nations PSE in BC.

The BC First Nations Tripartite Post-Secondary Education Model (BC PSE Model): FNEC and IAHLA are working under the direction of BC First Nations on the development of a BC Tripartite Post-Secondary Model (BC PSE Model). Since 2018, significant engagement has taken place on the PSE Model with First Nations and First Nations institutes, including a Provincial PSE Gathering, ongoing PSE Coordinator Workshops, FNEC’s yearly Regional Sessions, and IAHLA’s AGMs and annual conferences. First Nations Leadership, through the Union of BC Indian Chiefs, the First Nations Summit, and the BC Assembly of First Nations, have also been fully informed about the ongoing discussions of the PSE Model.

The draft BC PSE Model has four pillars.

1. Student Funding and Student Supports: First Nations-developed policies and allocation methodologies to ensure all students receive the full support required to pursue PSE and training.
2. First Nations Institutes and Core Funding: Ongoing core funding, anchored in legislation, to support First Nations-mandated institutes and facilitate the critical role of these institutes in the PSE system.
3. Community Based Program Delivery Funding: Delivery of First Nation-based programming that is responsive to community priorities, through a First Nations-controlled funding process that is fair, equitable, and transparent.
4. Respectful and Responsive Public Post-Secondary System: Systemic change within public post-secondary institutions (PPSIs) based upon shared decision-making with First Nations, to ensure that PPSIs are more responsive to the needs of First Nations learners.



Sik-E-Dakh School



Queneesh Elementary

Feedback to date demonstrates that First Nations support the principles of the BC PSE Model and believe a BC-specific approach is necessary to advance First Nations control of First Nations education. In October 2021, the BC Assembly of First Nations, First Nations Summit, and the Union of BC Indian Chiefs each passed resolutions calling on the provincial government to provide ongoing core and capacity funding to First Nations-mandated post-secondary institutes, and to work with IAHLA and FNEESC to co-develop legislation recognizing the unique and critical role of these institutes in the post-secondary system. Between January and March 2022, the leadership organizations also passed resolutions affirming their support for IAHLA and FNEESC’s continued development of the BC PSE Model and its four pillars, recognizing that the BC PSE Model will evolve as further direction is received from First Nations.

While planning for the long-term implementation of the PSE Model, FNEESC and IAHLA have been successful in securing funding and commitments that advance elements of the draft BC PSE Model, including the following.

- In 2021, the BC government provided a one-time contribution of \$4 million for core funding and an additional \$750,000 to support community capacity building. Ten institutes received core funding and an additional nine institutes received capacity funding. In March 2022, the Ministry provided a second contribution of \$4 million to be allocated by FNEESC for the 2022-23 academic year. FNEESC and IAHLA continue to work together to secure ongoing core funding for First-Nations-mandated institutes that is anchored in legislation, consistent with the second pillar of the BC PSE Model;
- As of 2020, PSPP funding is now being administered on a regional basis by FNEESC and IAHLA, and in 2021/22, FNEESC allocated \$5.6 million in provincial and federal funding for 26 projects designed to support First Nation learners’ access to community-based programming.
- The government has committed to work with Indigenous partners to conduct a review of racism in the public post-secondary system, and to eliminate age restrictions on the Provincial Tuition Waiver Program for former children and youth in care.

Post-Secondary Education and Training Policy Framework

Refresh: FNEC has been working with the BC Ministry of Advanced Education and Skills Training (AEST) to update and finalize the Indigenous Post-Secondary Education and Training Policy Framework to ensure it will advance systemic changes within the public PSE system and make PPSIs more responsive to the needs of First Nations learners, recognizing that joint decision-making between PPSIs and First Nations is critical to ensuring a responsive public PSE system. FNEC has supported engagement on relevant changes to the provincial Aboriginal Service Plan initiative, and FNEC is advocating for:

- alignment of the Policy Framework with the Calls to Action of the Truth and Reconciliation Commission, the UN Declaration, and the Calls to Justice of the National Inquiry into Missing and Murdered Indigenous Women and Girls;
- implementation of the recommendations from In Plain Sight regarding Indigenous-specific racism in public and private post-secondary institutions;
- exploration of legislative amendments to require at least one Indigenous person on every public post-secondary board;
- establishment of effective Indigenous Councils at public post-secondary institutions to facilitate shared decision-making; and
- a distinctions-based approach to PSE policy, programs, and legislation.

FNEC will be working with AEST to support further engagement with First Nations regarding the updated Policy Framework prior to its finalization.

Support for PSE Coordinators: Throughout 2021/22, FNEC continued to assist PSE Coordinators with their administration of PSE funding and support for First Nations PSE students. FNEC hosted the annual PSE Coordinator Workshops virtually to connect with participants during the COVID-19 pandemic, to facilitate professional development, to update communities about recent developments in PSE, and to seek direction on FNEC's ongoing PSE advocacy. Additionally, FNEC hosted discussions on the development of the student funding pillar under the BC PSE Model. FNEC continues to provide support through the PSE Resource Line, as well.

96 participants at the 2021/22 PSE Coordinator Workshops

Of the PSE Coordinators who provided feedback on the 2021/22 workshops:

90% were '**satisfied**' or '**very satisfied**' with the events overall

90% reported that the information shared was '**very valuable**'

95% said the presenters were '**very**' informative and answered their questions

121 information requests were submitted to the PSE Resource Line in 2021/22

CONCLUSIONS

In 2021/22, First Nations in BC were able to collectively advance positive changes for the benefit of their learners and communities, in spite of ongoing COVID-related challenges. FNEC and FNSA were proud to assist with those achievements by undertaking relevant advocacy, communicating with representatives of First Nations and First Nation schools, completing important research and contributing to policy development, and implementing a range of programs and services intended to support quality education and First Nations control of First Nations education.

FNEC and FNSA look forward to continuing our work with First Nations and First Nations schools to ensure that the First Nations Education System evolves and improves to meet the needs of First Nation learners in BC. We look forward to continuing our joint efforts to promote systemic reforms, which are needed now more than ever in response to the serious COVID-related learning and social-emotional impacts on our students, families, and communities. We are confident that our collective commitment to address the challenges that exist and build on our successes to date will result in increased wellness and achievement for First Nations students in BC.

Financial Statements

First Nations Education Steering Committee

FIRST NATIONS EDUCATION STEERING COMMITTEE

Financial Statements – March 31, 2022

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Independent Auditors' Report

To the Board of directors of
First Nations Education Steering Committee Society

Opinion

We have audited the financial statements of First Nations Education Steering Committee Society (the "Society"), which comprise the statement of financial position as at March 31, 2022, and the statements of operations, changes in fund balances and cash flows for the year then ended, and notes to the financial statements, including a summary of significant accounting policies.

In our opinion, the accompanying financial statements present fairly, in all material respects, the financial position of the Society as at March 31, 2022, and the results of its operations, its changes in fund balances, and its cash flows for the year then ended in accordance with Canadian accounting standards for not-for-profit organizations (ASNPO).

Basis for Opinion

We conducted our audit in accordance with Canadian generally accepted auditing standards. Our responsibilities under those standards are further described in the Auditors' Responsibilities for the Audit of the Financial Statements section of our report. We are independent of the Society in accordance with the ethical requirements that are relevant to our audit of the financial statements in Canada, and we have fulfilled our other ethical responsibilities in accordance with these requirements. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion.

Our audit was conducted for the purpose of forming an opinion on the basic financial statements of Society taken as a whole. The supplementary information included on the schedules on pages 12 - 61 is presented for the purposes of additional analysis and is not a required part of the basic financial statements. Such supplementary information has been subjected to the auditing procedures applied in the audit of the basic financial statements and, in our opinion, is fairly stated, in all material respects, in relation to the basic financial statements taken as a whole.

Responsibilities of Management and Those Charged with Governance for the Financial Statements

Management is responsible for the preparation and fair presentation of the financial statements in accordance with ASNPO, and for such internal control as management determines is necessary to enable the preparation of financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the financial statements, management is responsible for assessing the Society's ability to continue as a going concern, disclosing, as applicable, matters related to going concern and using the going concern basis of accounting unless management either intends to liquidate the Society or to cease operations, or has no realistic alternative but to do so.

Those charged with governance are responsible for overseeing the Society's financial reporting process.

Auditors' Responsibilities for the Audit of the Financial Statements

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditors' report that includes our opinion. Reasonable assurance is a high level of assurance, but is not a guarantee that an audit conducted in accordance with Canadian generally accepted auditing standards will always detect a material misstatement when it exists. Misstatements can arise from fraud or error and are considered material if, individually or in the aggregate, they could reasonably be expected to influence the economic decisions of users taken on the basis of these financial statements. As part of an audit in accordance with Canadian generally accepted auditing standards, we exercise professional judgment and maintain professional skepticism throughout the audit. We also:

- ◆ Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.
- ◆ Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the Society's internal control.
- ◆ Evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by management.
- ◆ Conclude on the appropriateness of management's use of the going concern basis of accounting and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the Society's ability to continue as a going concern. If we conclude that a material uncertainty exists, we are required to draw attention in our auditors' report to the related disclosures in the financial statements or, if such disclosures are inadequate, to modify our opinion. Our conclusions are based on the audit evidence obtained up to the date of our auditors' report. However, future events or conditions may cause the Society to cease to continue as a going concern.
- ◆ Evaluate the overall presentation, structure and content of the financial statements, including the disclosures, and whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation.

We communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit and significant audit findings, including any significant deficiencies in internal control that we identify during our audit.

Report on Other Legal and Regulatory Requirements

As required by the Societies Act of British Columbia, we report that, in our opinion, the accounting policies applied in preparing and presenting financial statements in accordance with Canadian accounting standards for not-for-profit organizations have been applied on a basis consistent with that of the preceding period.



REID HURST NAGY INC.
CHARTERED PROFESSIONAL ACCOUNTANTS
RICHMOND, B.C.
JUNE 23, 2022

FIRST NATIONS EDUCATION STEERING COMMITTEE SOCIETY

STATEMENT OF FINANCIAL POSITION

As at March 31	2022	2021
ASSETS		
Current		
Cash	\$ 42,886,704	\$ 40,352,145
Term deposits (Note 3)	7,377,461	-
Interest receivable	43,000	30,000
Accounts receivable	6,414,486	6,448,184
GST/HST receivable	8,679	16,100
Prepaid expenses	226,493	101,730
Due from First Nation Schools Association (Note 4)	235,929	170,961
	57,192,752	47,119,120
Term deposits - long term	-	7,230,843
Capital assets (Note 5)	690,195	283,638
	\$ 57,882,947	\$ 54,633,601
LIABILITIES		
Current		
Accounts payable and accrued liabilities	\$ 4,977,941	\$ 11,615,558
Wages and benefits payable	56,209	55,374
Current portion of capital lease obligations (Note 6)	8,077	15,936
	5,042,227	11,686,868
Capital lease obligations (Note 6)	1,895	9,973
	5,044,122	11,696,841
FUND BALANCES		
INVESTED IN TANGIBLE CAPITAL ASSETS	680,222	257,728
UNRESTRICTED FUND	5,335,582	4,403,708
INTERNALLY RESTRICTED FUND (Note 7)	3,788,000	3,713,780
RESTRICTED FUND	43,035,021	34,561,544
	52,838,825	42,936,760
	\$ 57,882,947	\$ 54,633,601

Commitments (Note 9)

APPROVED ON BEHALF OF THE FIRST NATIONS EDUCATION STEERING COMMITTEE SOCIETY

 , President
 , Treasurer

The accompanying notes are an integral part of the financial statements

FIRST NATIONS EDUCATION STEERING COMMITTEE SOCIETY

STATEMENT OF OPERATIONS

For the year ended March 31	2022 Budget	2022 Actual	2021 Actual
REVENUE			
Indigenous Services Canada	\$ 81,859,940	\$ 81,859,940	\$ 74,926,648
Province of BC	15,785,000	15,785,000	19,886,297
First Nations Health Authority	400,000	380,084	340,824
Interest income	500,000	490,787	469,063
Other	44,400	42,882	33,343
	98,589,340	98,558,693	95,656,175
EXPENSES			
Invested in tangible capital assets	-	132,953	148,992
Restricted	112,132,330	88,523,675	72,989,723
	112,132,330	88,656,628	73,138,715
EXCESS OF REVENUE OVER EXPENSES	\$ (12,804,840)	\$ 9,902,065	\$ 22,517,460

FIRST NATIONS EDUCATION STEERING COMMITTEE SOCIETY

STATEMENT OF CHANGES IN FUND BALANCES

For the year ended March 31

	Unrestricted	Internally Restricted	Invested in tangible capital assets	Restricted	2022 Total	2021 Total
BALANCE, BEGINNING OF YEAR	\$ 4,403,708	\$ 3,713,780	\$ 257,728	\$ 34,561,544	\$ 42,936,760	\$ 20,419,300
EXCESS (DEFICIENCY) OF REVENUE OVER EXPENSES	1,163,800	74,220	422,494	8,241,551	9,902,065	22,517,460
INTERFUND TRANSFERS	(231,926)	-	-	231,926	-	-
BALANCE, END OF YEAR	\$ 5,335,582	\$ 3,788,000	\$ 680,222	\$ 43,035,021	\$ 52,838,825	\$ 42,936,760

The accompanying notes are an integral part of the financial statements

FIRST NATIONS EDUCATION STEERING COMMITTEE SOCIETY

STATEMENT OF CASH FLOWS

For the year ended March 31, 2022	2022	2021
OPERATING ACTIVITIES		
EXCESS OF REVENUE OVER EXPENSES	\$ 9,902,065	\$ 22,517,460
Items not involving cash		
Depreciation	132,953	148,992
	10,035,018	22,666,452
Change in non-cash operating working capital		
Accounts receivable	33,698	(6,384,701)
GST/HST receivable	7,421	106,783
Due from First Nation Schools Association	(64,968)	(70,979)
Accounts payable and accrued liabilities	(6,637,617)	7,631,716
Wages and benefits payable	835	(18,590)
Prepaid expenses	(124,763)	(720)
Interest receivable	(13,000)	41,400
	3,236,624	23,971,361
FINANCING ACTIVITIES		
Acquisition of capital assets	(539,511)	(164,931)
Repayment of capital lease obligations	(15,936)	(26,676)
	(555,447)	(191,607)
INVESTING ACTIVITIES		
Purchases of term deposits	(146,618)	(4,098,925)
Proceeds from redemption of term deposits	-	4,106,000
	(146,618)	7,075
INCREASE IN CASH	2,534,559	23,786,829
CASH, BEGINNING OF YEAR	40,352,145	16,565,316
CASH, END OF YEAR	\$ 42,886,704	\$ 40,352,145

The accompanying notes are an integral part of the financial statements

FIRST NATIONS EDUCATION STEERING COMMITTEE SOCIETY

NOTES TO FINANCIAL STATEMENTS

March 31, 2022

1. OBJECTIVE AND PURPOSE OF THE SOCIETY

The First Nations Education Steering Committee Society (the "Society") was incorporated on April 20, 1999 under the Societies Act of British Columbia.

The purpose of the Society is to facilitate discussions about education matters affecting First Nations in British Columbia by disseminating information and soliciting input from First Nations. The Society will work to provide a forum for networking, communication and liaison among First Nations schools, other educational institutes, and the federal, provincial and other governments.

2. SIGNIFICANT ACCOUNTING POLICIES

These financial statements are prepared in accordance with Canadian accounting standards for not-for-profit organizations.

(a) Fund Accounting

The Society follows the restricted fund method of accounting for contributions. The Society records accounting transactions using the fund accounting method generally in use for not-for-profit organizations. A fund is determined for the purpose of carrying on specific activities or attaining certain objectives in accordance with regulations, restrictions, or limitations. Each fund has its own statement of operations which presents the results of operations for the fund. To meet the objectives of financial reporting and stewardship over assets, certain interfund transfers are necessary to ensure the appropriate allocation of assets and liabilities to the respective funds. These interfund transfers are recorded in the statement of changes in fund balances.

The First Nations Education Steering Committee Society maintains the following funds and reserves as part of its operations:

- The Restricted Fund which reports activities pertaining to funds with a designated purpose.
- The Capital Fund which reports the capital assets and their associated activity.
- The Internally Designated Fund which reports the activity pertaining to the Contingency Reserve Fund to an internally set cap of \$3,788,000. Any amounts in excess of this cap are allocated to the Unrestricted Fund.
- The Unrestricted Fund which reports activities in the Core Projects Fund.

(b) Revenue Recognition

Restricted and unrestricted contributions are recognized as revenue of the appropriate fund when received or receivable if the amount to be received can be reasonably estimated and collection is reasonably assured.

(c) Capital Assets

Capital assets are recorded as expenditures in the appropriate fund and are also reported on the statement of financial position as capital assets at cost. Amortization is charged to the capital fund on a straight-line basis over the expected useful life of the assets as follows:

Assets under capital lease	5 years
Computer equipment	3 years
Furniture and equipment	5 years
Leasehold improvements	5 years

Capital assets are impaired when conditions indicate that they no longer contribute to First Nations Education Steering Committee Society's ability to provide goods and services, or when the value of future economic benefits associated with the tangible capital assets are less than their net book value. If such conditions exist, an impairment loss is accounted for as an expense on the statement of operations.

FIRST NATIONS EDUCATION STEERING COMMITTEE SOCIETY

NOTES TO FINANCIAL STATEMENTS

March 31, 2022

2. SIGNIFICANT ACCOUNTING POLICIES, continued

(d) Financial Instruments

(i) Measurement of financial instruments

The Society initially measures its financial assets and liabilities at fair value. Financial assets and liabilities are subsequently measured at cost or amortized cost. The Society has not designated any financial assets or financial liabilities to be measured at fair value.

Financial assets measured at cost include cash, term deposits, amounts due from the First Nations Schools Association, accounts receivable and sales tax receivable

Financial liabilities measured at cost include accounts payable and accrued liabilities, wages payable, and capital lease obligations.

(ii) Impairment

For financial assets measured at cost or amortized cost, the Society determined whether there are indications of possible impairment. When there is an indication of impairment, and the Society determines that a significant adverse change has occurred during the period in the expected timing or amount of future cash flows, a write-down is recognized on the statement of operations. A previously recognized impairment loss may be reversed to the extent of the improvement but cannot exceed the the carrying amount of the financial asset. Reversals of previously recognized impairment losses are recognized in net income.

(iii) Transaction Cost

Transaction costs related to financial instruments that will be subsequently measured at fair value are recognized in net income in the period incurred. Transaction costs related to financial instruments subsequently measured at amortized cost are included in the original cost of the asset or liability and recognized in net income over the life of the instrument using the straight-line method.

(e) Measurement Uncertainty

In preparing the financial statements for the Society, management is required to make estimates and assumptions that affect the reported amounts of assets and liabilities, and disclosure of contingent assets and liabilities, at the date of the financial statements and the reported amounts of revenue and expenses during the period. Items requiring the use of significant estimates include collectibility of accounts receivable, useful lives of capital assets, accounts payable and accrued liabilities, and wages and benefits payable. Actual results could differ from these estimates.

3. TERM DEPOSITS - CURRENT

	Maturity Date	Interest Rate	2022	2021
Blue Shore Financial, two-year term deposits	Oct 19, 2022	1.5%	\$ 4,040,000	\$ 4,000,000
Blue Shore Financial, Five-year term deposits	Feb 13, 2023	4.25%	3,337,461	3,230,843
			\$ 7,377,461	\$ 7,230,843

Term deposits are considered current if they have a maturity dates of less than one year from the fiscal year end.

FIRST NATIONS EDUCATION STEERING COMMITTEE SOCIETY

NOTES TO FINANCIAL STATEMENTS

March 31, 2022

4. RELATED PARTY TRANSACTIONS

The Society, the First Nations Schools Association (FNSEA) and the Indigenous Adult Higher Learning Association (IAHLA) are separate organizations, each with their own Board of Directors. The Society is related to FNSEA and IAHLA pursuant to an administrative arrangement whereby the Society provides administrative and financial support, including staffing and office premises to the related parties.

Unless otherwise noted, transactions with related parties, if any, are in the normal course of business, and are measured at the exchange amount which is the amount of consideration established and agreed to by the related parties.

5. CAPITAL ASSETS

	Cost	Accumulated amortization	2022 Net book value	2021 Net book value
Assets under capital lease	\$ 130,669	\$ 120,697	\$ 9,972	\$ 26,264
Computer equipment	530,313	360,313	170,000	99,274
Furniture and equipment	192,148	137,827	54,321	27,278
Leasehold improvements	654,861	333,599	321,262	130,822
Program management applications	134,640	-	134,640	-
	\$ 1,642,631	\$ 952,436	\$ 690,195	\$ 283,638

6. CAPITAL LEASE OBLIGATIONS

	2022	2021
Office equipment lease, repayable at \$673 per month at 0% interest per annum and due on May 1, 2023	\$ 9,972	\$ 18,044
Office equipment lease, repayable at \$1,580 per month at 2% interest per annum and due on August 6, 2021	-	7,865
Current portion	(8,077)	(15,936)
	\$ 1,895	\$ 9,973

Interest expensed in the statement of operations for the year relating to capital lease obligations was \$39 (2021: \$727)

Minimum lease payment required in the next three years are as follows:

2023	\$ 8,077
2024	1,895
	\$ 9,972

FIRST NATIONS EDUCATION STEERING COMMITTEE SOCIETY

NOTES TO FINANCIAL STATEMENTS

March 31, 2022

7. INTERNALLY DESIGNATED AND UNRESTRICTED FUNDS

The Society currently holds internally designated funds as a contingency reserve (see Schedule 2). The fund balance is capped at \$ 3,788,000 (2021 - \$ 3,713,780), which approximates six months of operation funding, and is to be used in the event that funding is delayed or drastically reduced by funding agencies. The balance of the contingency fund in excess of the cap is considered to be unrestricted, along with the Core Projects program (see Schedule 1). These unrestricted funds will be spent according to priorities set out in a plan approved by the Board.

8. FINANCIAL INSTRUMENTS

Transactions in financial instruments may result in an entity assuming or transferring to another party one or more of the financial risks described below. The required disclosures provide information that assist users of financial statements in assessing the extent of risk related to financial instruments.

(a) Fair Value

The fair value of the Society's cash, term deposits, accounts receivable and accounts payable and accrued liabilities are believed to equal their carrying amounts due to their short term to maturity. The fair value of the amount due from First Nations Schools Association is not readily obtainable.

(b) Credit Risk

The Society does have credit risk in accounts receivable of \$6,414,486 (2021 - \$6,448,184). Credit risk is the risk that one party to a transaction will fail to discharge an obligation and cause the other party to incur a financial loss. The Society reduces its exposure to credit risk by performing credit valuations on a regular basis and performing reviews of aged accounts receivable listings on a regular basis. In the opinion of management the credit risk exposure to the Society is low and is not material.

(c) Liquidity Risk

The Society does have liquidity risk in accounts payable and accrued liabilities of \$4,977,941 (2021 - \$11,615,558). Liquidity risk is the risk that the Society cannot repay its obligations when they become due to its creditors. The Society reduces its exposure to liquidity risk by ensuring that it documents when authorized payments become due. In the opinion of management the liquidity risk exposure to the Association is low and not material.

9. COMMITMENTS

The Society has committed to leasing its current office premises. The Society is obligated to make the following minimum lease payments exclusive of common area maintenance charges in each of coming five fiscal years as follows:

	\$
2023	\$ 283,829
2024	325,788
2025	323,847
2026	316,742
2027	164,629
	<hr/>
	\$ 1,414,835

10. ECONOMIC DEPENDENCE

First Nations Education Steering Committee Society receives a significant portion of its revenue pursuant to a Comprehensive Funding Arrangement (CFA) with Indigenous Services Canada (ISC). ISC provides annual funding under a 5 year commitment through BCTEA.

FIRST NATIONS EDUCATION STEERING COMMITTEE SOCIETY

NOTES TO FINANCIAL STATEMENTS

March 31, 2022

11. SOCIETIES ACT DISCLOSURE

Pursuant to the Societies Act of British Columbia, the Society is required disclose the number of, and total remuneration paid to employees and subcontractors, who receive remuneration or payments for services rendered, in excess of \$75,000 in the fiscal year.

In the current year, the Society had 43 (2021 - 37) employees and subcontractors who received remuneration or payments in excess of \$75,000 and paid remuneration totalling \$5,064,738 (2021 - \$4,066,894) to these individuals and subcontractors.

During the year, the Society paid \$14,625 (2021 - \$16,700) to the First Nations Tribal Council as a reimbursement for services rendered by the president of the council.

FIRST NATIONS EDUCATION STEERING COMMITTEE SOCIETY

SUMMARY SCHEDULE OF OPERATIONS AND CHANGES IN FUND BALANCES BY PROGRAM

Page	ISC Funds	Other Revenue	Total Revenue	Total Expenses	Excess (deficiency) of revenues over expenses	Opening Fund Balance (Deficit)	Transfers	Closing Fund Balance (Deficit)
	\$	\$	\$	\$	\$	\$	\$	\$
12	-	747,233	747,233	-	747,233	2,536,483	(231,926)	3,051,790
13	-	490,787	490,787	-	490,787	5,581,005	-	6,071,792
14	-	555,447	555,447	132,953	422,494	257,728	-	680,222
15	6,829,595	-	6,829,595	6,405,454	424,141	1,355,340	(114,187)	1,665,294
16	9,124,609	-	9,124,609	8,828,954	2,295,655	866,296	-	3,161,951
17	711,229	-	711,229	943,155	(231,926)	-	231,926	-
18	4,559,074	-	4,559,074	4,551,948	7,126	-	-	7,126
19	130,000	-	130,000	5,000	125,000	131,602	-	256,602
20	-	-	-	87,321	(87,321)	269,734	-	182,413
21	40,000	-	40,000	-	40,000	103,301	-	103,301
22	4,668	16,000	20,668	4,668	16,000	3,120	-	54,462
23	2,310,543	-	2,310,543	2,242,777	67,766	1,528,175	-	1,595,941
24	14,536,250	-	14,536,250	14,153,164	383,086	1,074,905	(611,667)	846,324
25	135,000	-	135,000	2,226	132,774	90,351	(90,351)	152,774
26	93,525	-	93,525	86,376	7,149	62,772	-	69,921
27	55,000	-	55,000	-	55,000	62,813	(62,813)	55,000
28	780,000	-	780,000	639,602	140,398	276,082	(188,582)	227,898
29	7,300	7,300	14,600	-	7,300	108,385	-	115,685
30	156,000	-	156,000	107,101	48,899	179,633	(25,000)	203,532
31	-	-	-	124,327	10,673	-	-	365,745
32	135,000	-	135,000	2,698	127,302	-	(34,856)	10,673
33	130,000	-	130,000	211,106	693,894	430,801	-	127,302
34	905,000	-	905,000	351,375	209,440	621,477	-	1,124,695
35	351,375	-	351,375	141,935	209,440	621,477	-	830,917
36	151,204	-	151,204	105,603	45,603	122,833	-	168,436
37	3,691,221	-	3,691,221	184,915	3,506,306	95	-	3,506,401
38	24,197,062	-	24,197,062	23,261,135	935,927	2,889,755	(1,017,000)	2,808,682
39	-	7,300,000	7,300,000	6,144,080	1,155,920	10,806,709	-	11,962,629
40	-	-	-	396,270	(396,270)	-	-	-
41	1,620,622	-	1,620,622	173,658	1,446,964	-	-	1,446,964
42	1,900,000	-	1,900,000	1,108,223	791,777	1,716,118	(1,438,122)	1,069,773
43	1,132,200	-	1,132,200	173,598	958,602	224,023	-	1,182,625
44	726,937	-	726,937	561,788	165,149	665,149	-	165,149
45	220,623	-	220,623	126,452	94,171	132,172	-	226,343
46	-	1,050,000	1,050,000	52,069	997,931	268,977	-	1,256,908
47	-	-	-	3,050	(3,050)	248,940	-	245,890
48	-	1,500,000	1,500,000	540,366	959,634	913,937	-	1,873,571
49	-	-	-	-	-	-	-	-
50	-	-	-	301,574	241,426	-	-	59,812
51	543,000	-	543,000	-	-	-	100,000	341,426

FIRST NATIONS EDUCATION STEERING COMMITTEE SOCIETY

SUMMARY SCHEDULE OF OPERATIONS AND CHANGES IN FUND BALANCES BY PROGRAM, continued

	Page	ISC Funds	Other Revenue	Total Revenue	Total Expenses	Surplus (Deficit)	Opening Fund Balance (Deficit)	Transfers	Closing Fund Balance (Deficit)
For the year ended March 31, 2022									
CONNECTED CLASSROOM	52	350,000	-	350,000	512,118	(162,118)	114,712	60,288	12,882
SECONDARY AND ADULT GRADUATION	53	1,314,000	-	1,314,000	280,442	1,033,558	-	-	1,033,558
TRANSPORTATION PROGRAM	54	2,203,160	-	2,203,160	1,453,696	749,464	1,079,137	(1,020,000)	808,601
FIRST NATION HEALTH AUTHORITY PROGRAMS	55	-	365,584	365,584	365,584	-	8,159	-	8,159
GRANTS TO FIRST NATIONS	56	-	-	-	3,514,000	(3,514,000)	-	4,442,290	928,290
FIRST NATIONS SCHOOLS SAFE RETURN TO SCHOOL COVID FUNDS	57	-	-	-	-	-	-	-	-
SCHOOL BUS REPLACEMENT PROGRAM	58	1,076,446	-	1,076,446	907,873	168,573	146,378	-	314,951
INTERNET CAPABILITY UPGRADE	59	1,731,265	-	1,731,265	294,840	1,436,425	-	-	1,436,425
FIRST NATIONS EDUCATION AUTHORITY (MED)	60	-	1,000,000	1,000,000	-	1,000,000	-	-	1,000,000
PUBLIC OR PRIVATE SCHOOLS STUDENTS COVID FUNDING (MED)	61	-	4,960,000	4,960,000	12,818,129	(7,858,129)	7,878,129	-	20,000
Totals		81,859,940	16,198,884	98,058,824	89,817,273	8,241,551	34,561,544	231,926	43,035,021
		\$ 81,859,940	\$ 17,992,351	\$ 99,852,291	\$ 89,950,226	\$ 9,902,065	\$ 42,936,760	\$ -	\$ 52,838,825

Financial Statements First Nations Schools Association

FIRST NATIONS SCHOOLS ASSOCIATION

Financial Statements – March 31, 2022

The FNSA Audited Financial Statements will be included when available

OUTSIDE COVER IMAGE

Alouette Mountain fire access trail, Maple Ridge, BC

PAGE BORDER GRAPHIC ELEMENTS

Derived from an original illustration "Raven Dancer" by Alano Edzerza, Edzerza Gallery.
With permission of the artist.



FIRST NATIONS EDUCATION STEERING COMMITTEE
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