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**Annual Report** 2010/11



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First Nations Education Steering Committee  
West Vancouver, British Columbia, Canada

T. 604.925.6087 Toll Free in BC: 1.877.422.3672

[www.fnesc.ca](http://www.fnesc.ca)



# Annual Report 2010/11

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First Nations Education Steering Committee President, Tyrone McNeil, is a member of the Stó:lō Tribal Council. He has direct experience with First Nations education needs at the community level and he understands the importance of forging strong partnerships between teachers and parents, and between students and communities. He is driven to dedicate long hours to benefit First Nations students because it is a key investment for the future of those students, for First Nations communities, and for all of BC.

## A message from Tyrone McNeil FNEESC President

I am pleased to offer this 2010/2011 Annual Report of the First Nations Education Steering Committee (FNEESC). I hope that it provides a useful summary of FNEESC's work and demonstrates our ongoing commitment to quality First Nations education and accountability to the First Nations communities and students we serve.

Together, our communities are working hard for First Nations learners to make sure that they are prepared for success. We want our children to be grounded in their cultures and traditional languages and also gain the skills they need to take advantage of post-secondary opportunities and pursue rewarding careers.

For nearly two decades, FNEESC has worked to ensure that First Nations' voices are heard on education matters and that we come together to address education issues effectively. We have made significant strides to advance First Nations decision-making, strengthen the education systems in British Columbia (BC), develop First Peoples curricula, and build the capacity of local teachers and education administrators.

I want to thank BC First Nations communities and First Nations leadership for supporting FNEESC's efforts, and I especially thank our many board members, who establish FNEESC's strategies and report back to their communities about FNEESC's work. I continue to be inspired by their dedication and our growing capacity to make meaningful improvements for our children and youth.

With the guidance, knowledge and passion of the FNEESC Board and in coordination with our partners, the First Nations Schools Association and the Indigenous Adult and Higher Learning Association, I know that the changes that need to happen within the education systems are within our reach. I invite everyone to join us in our efforts to ensure that First Nations learners at all levels are able to achieve their goals.

First Nations Education Steering Committee Executive Director, Deborah Jeffrey, is a member of the Tsimshian Nation and she has more than 28 years of experience in First Nations education. She is passionate about improving the quality of First Nations education and she has advanced education initiatives at the local, provincial and national levels.



## A message from Deborah Jeffrey FNEC Executive Director

On behalf of the FNEC staff, I would like to express our sincere appreciation to the FNEC Board for their guidance and hard work throughout the past year. Your continued vision and strong commitment to First Nations education makes our organization strong and enables us to advance education issues together. We also thank the many First Nations community members and First Nations school representatives who have generously shared their time, commitment, and feedback to strengthen the programming we are working to implement. It would be impossible for our organization, and particularly the FNEC staff, to advance our efforts without the support and guidance we receive from those who are working at the local level.

I would also like to acknowledge our many education partners who are working with us to improve levels of achievement for First Nations learners. We recognize that the challenges ahead can best be addressed by collaborative efforts by a range of stakeholders. Accordingly, we are committed to expanding our positive partnerships whenever possible and broadening the overall support for First Nations education.

As always, FNEC hopes that this annual report provides an overview of the activities we have undertaken, as well as an indication of the initiatives we have planned for the months ahead. The FNEC Board of Directors and staff always welcome your questions and feedback, so please feel free to contact us at any time.





## Our Mandate

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

## Our History

### OVERVIEW

The First Nations Education Steering Committee (FNESC) was founded in 1992 when participants at a provincial First Nations education conference at the Vancouver Friendship Centre decided to form a provincial education body that would be directed by BC First Nations communities. They set out FNESC’s commitment to supporting First Nations in their efforts to ensure that First Nations students of all ages receive quality educational opportunities.

Today, a board of about 88 First Nations community representatives meets on a quarterly basis to set FNESC’s strategic direction, with support from the First Nations representatives who participate on subcommittees dedicated to post-secondary education, First Nations languages, and Local Education Agreements.

FNESC works at the provincial level to provide services in the areas of research, communications, information dissemination, advocacy, program administration and networking. FNESC also strives to share up-to-date information about available programs, government policies and initiatives, and local, provincial and national education issues that effect First Nations learners.

In addition, FNESC strives to build partnerships with federal and provincial government agencies and other relevant stakeholders in order to communicate the issues and concerns of BC First Nations and to ensure that they are addressed.

FNESC provides administrative support to the following major partners:

- First Nations Schools Association (FNSA)
- Indigenous Adult and Higher Learning Association (IAHLA)
- Indian Studies Support Program (ISSP)
- First Nations pursuing education jurisdiction

# Executive and Board Members

## EXECUTIVE

Tyrone McNeil	FNESC President	Vice President Stó:lō Tribal Council
Barbara Barltrop	FNESC Vice-President	Snaw-naw-as First Nation
Charlotte Elliott	FNESC Secretary	Chemainus First Nation
Monty Palmantier	FNESC Treasurer	Lake Babine First Nation

## DIRECTORS

A. Percy Joe	Shackan Indian Band	Donna Jules	Adams Lake Indian Band
Adele Gooding	Cheslatta Carrier Nation	DW Thomas	Nuxalk Nation / Nuxalk Acwscalmalsayc Academy of Learning
Amanda West	Skin Tyee First Nation	Elizabeth Davidson	Da'nada'xw/Awaetlala
Amanda Zettergreen	Gitwangak Education Society	Ernie Hill, FNSA VP	Hartley Bay First Nation
Andreas Rohrbach	Kwadacha Band	Faye Mitchell	Musqueam Indian Band
Angie Chapman	Skawahlook First Nation	Fran Prince	K'ómoks First Nation
Ben Berland	Carrier Sekani Tribal Council	Francine Billy	Seton Lake Indian Band
Brenda Leighton	Metlakatla First Nation	Gabe Haythornthwaite	Cowichan Tribes
Carla Lewis	Wet'suwet'en First Nation	Grace Smith	Gwa'sala—'Nakwaxda'xw Nation
Charlotte Guno	Kitsumkalum Band Council	Greg Louie, FNSA President	Ahousat First Nation
Chris Ehikhamen	Stó:lō Nation Chiefs Council	Heather McKenzie	Williams Lake Indian Band
Christine Joseph	Tlowitsis First Nation	Isabel Reid	Tahltan Band Council
Cindy Charleyboy	Soda Creek Indian Band	Janice Antoine	Coldwater Indian Band
Cindy Inrig	Cape Mudge Band Council (We Wai Kai Nation)	Jeneen Elliott	Kwicksutaineuk Ah-Kwa-Mish First Nation
Curtis Olsen	WSANEC School Board	Jim Angus	Kispiox Band Council
Curtis Wilson	Campbell River Indian Band	Jody Linklater	Dease River Band Council
Cynthia Sewid	Mamalilikulla-Qwe'Qwa'Sot'Em Band	Judy Howard	Gitsegukla Band Council / Gitsegukla Education Society
Darrell Jones	Splatsin First Nation	Karen Smith	St. Mary's Band
Deana Poole	Tsay Keh Dene	Kendra Underwood	Tsawout First Nation
Deanna Lisa LaRochelle	Lax Kw'alaams Band Council	Laura Wealick	Tzeachten First Nation
Deanna Nyce	Nisga'a Lisims Government	Len Merriman	FNSA Representative
Debbie Moore	Kitselas Band Council	Lena Ross	Tseshaht First Nation
Deborah Jacobs	Squamish Nation	Leslie Williams	Skwah First Nation
Denice Louie	Lower Kootenay Indian Band	Lillian Gottfriedson	Lower Similkameen Indian Band
Diane Mattson	Moricetown Band Council	Lisa Anwar	Kwakwiltl District Council
Dolan Paul	Kamloops Indian Band (Tk'emlups te Secwepemc)	Lisa Shoop	Skidegate Band Council
Dolores O'Donaghey	Boston Bar First Nation		



Lisa Thomas	Yekooche First Nation	Terrie Davidson	Boothroyd Indian Band
Lynnette Lucas	Nuu-chah-nulth Tribal Council	Thelma Florence	Chawathil First Nation
Mabel Louie	Stellat'en First Nation	Thelma Wenman	Yakweakwioose First Nation
Marion Hunt	Kwakwiltl Indian Band	Theresa Dennis	Osoyoos Indian Band (Nk'mip First Nation)
Marjorie McRae	Gitanmaax Band	Tom Wallace	Tlatlasikwala First Nation
Marlene Marasco	Squiala First Nation	Vera Nicholson	Fort Nelson First Nation
Mary Brown	Bella Bella Community School Society	Vern Jacks Jr.	Tseycum First Nation
Mel Jack	Penelakut Tribe	Verna Billy	IAHLA Representative
Mollie Bono	Okanagan Indian Band	Vonnie Hutchingson	Gitxaala Nation
Monica Simms	Gitskan Wet'suwet'en Education Society		Iskut First Nation
Nancy Seward	Snuneymuxw First Nation		Old Masset Village Council
Nathan Matthew	Simpcw First Nation		Skeetchestn Indian Band
Nina Shaw	Kitamaat Village Council		Tl'azt'en Nation
Nita Bobb	Spuzzum First Nation		Ts'kw'aylaxw First Nation
Rick Archie	Canoe Creek Indian Band		
Rob Cahill	Quatsino First Nation		(Current as of February 2011)
Sandra M. Jack	Taku River Tlingit First Nation		
Sandra Victor	Cheam Indian Band		
Sharon Lindley	Upper Nicola Band		
Sue Ketlo	Nadleh Whut'en Band		
Susan James	Lillooet Tribal Council / St'at'imc Education Authority		
Tammy Thomas	Neskonlith Indian Band		
Teresa Barney	N'Quatqua Band		





## IMPROVING STUDENT ACHIEVEMENT

Through FNEC, First Nations in BC have been proactively working to raise achievement levels for First Nations learners in the public school system and to address the unacceptable gap between the achievement of First Nations and non-First Nations learners in BC.

FNEC has pursued cooperative commitments and proactive solutions to promote higher success rates for First Nations learners.

- FNEC and the provincial government have been collaborating to promote **seamless transitions** between the public and First Nations education systems in BC, as demonstrated by the reciprocal tuition agreement and information sharing protocols.
- A mutual commitment from the provincial government and First Nations in BC is reflected in the annual **publishing and monitoring of data** to track the progress of Aboriginal students – provided annually through the BC Ministry of Education's How Are We Doing? Report.
- Established in 1999, a **BC K-12 Aboriginal Education Partners Group** signed a Memorandum of Understanding (MoU) that commits the signatories to work together to increase achievement levels for First Nations students.
- The formation of the **BC Aboriginal Post-Secondary Education and Training Partners Group** almost a decade ago facilitates collective efforts to improve levels of participation and success of Aboriginal learners in post-secondary education and training in BC.
- FNEC and the provincial government maintain a commitment to creating **curriculum** that will help to create inclusive schools and classrooms and better inform students throughout the province about First Nations issues and realities.
- There is growing cooperation in many local areas, where First Nations and School Districts are signing **Enhancement Agreements (EAs)** that outline their joint commitment to monitor Aboriginal student success and to overcome barriers to greater student achievement.



- FNESEC is also working to increase the number of effective **Local Education Agreements** between First Nations communities and school districts to ensure accountability and encourage pro-active efforts to improve student results.
- Memorandums of Understanding have been signed with the Association of BC Deans of Education, Representative for Children and Youth, and First Nations Technology Council to develop partnerships that will bring additional opportunities for collective action to benefit First Nations learners.
- The FNSA has supported a **First Nations Parents Club** for more than a decade, which supports the key role of parents in ensuring educational success for their children. There are now approximately 100 local Parents Clubs, involving more than 2000 members across BC.
- The **Seventh Generation Club**, established in 1997 and now involving more than 7000 students, is intended to encourage students to make healthy choices, participate in sports and in community activities, and, most importantly, regularly attend and stay in school.



## BRINGING FIRST NATIONS COMMUNITY AND SCHOOL VOICES TO THE TABLE

FNESC has always worked to deliver a strong, coordinated voice on behalf of BC First Nations in discussions with the federal government and to share information with communities about new opportunities and issues that need attention.

In the past year, FNESC has worked to communicate and coordinate responses to several critical topics, including:

- the federal government's **"New Approach" to First Nations education**, which brings significant changes in the way First Nations education is funded. FNESC coordinated a meeting of First Nations community representatives in February 2011 to discuss the government's proposals and set the foundation for negotiating an option that meets the needs of First Nations communities.
- the **Education Performance Measurement Strategy**, announced by the federal government. As part of its response to this initiative, FNESC reiterated the significant work already done by First Nations to implement a First Nations-designed data management strategy.
- the federal government's **Education Information System**. FNESC investigated key questions related to the new system regarding confidentiality, school size and the principles of data ownership, control, access and possession, and FNESC continues to advance a First Nations-designed data management system.

Work continues on each of these significant topics and FNESC continues to work to facilitate discussions and give community representatives opportunities for discussion and joint planning.





# Seeking Direction from Communities

## REGIONAL SESSIONS

Every year, FNEESC reports to First Nations communities and schools at community workshops known as Regional Sessions. These sessions also involve FNEESC's partners the FNSA and IAHLA, as well as federal and provincial government representatives.

The Regional Sessions represent an important part of FNEESC's efforts to discuss emerging issues and gain input from communities to inform our ongoing work. More than 200 participants attended the Regional Sessions in 2010-11, which took place in the communities of Cranbrook, Prince George, Victoria, Williams Lake, Kelowna, Campbell River, Chilliwack, Kamloops and Prince Rupert. Participants in these sessions discussed issues such as LEA development, jurisdiction, post-secondary education, student achievement and related topics.

## ANNUAL PROVINCIAL CONFERENCE ON ABORIGINAL EDUCATION

Each year, FNEESC and the BC Ministry of Education host a province-wide conference to bring together educators and education administrators to promote networking and share effective practices in Aboriginal education. The theme for the 16th Annual Provincial Conference on Aboriginal Education was ***Norming Excellence*** — a theme chosen to focus attention on importance of setting high expectations for the achievement of Aboriginal students and the quality of First Nations education. The conference attracted more than 700 educators and administrators and it took place at Vancouver's Westin Bayshore Hotel from November 18 to 20th.

Highlights for many of the conference attendees included the speeches by Dr. Lorna Williams of the University of Victoria, Dr. Marie Battiste of the University of Saskatchewan, and Mary Ellen Turpel-Lafond, BC's Representative for Children and Youth. More than two dozen different workshops were offered on a range of topics, including literacy, math, understanding the impact of residential schools, First Nations language teaching, individualized education plans, and empowering parents and communities.





# Joining Our Partners, Uniting Our Efforts

## ABORIGINAL K-12 EDUCATION PARTNERS

Since 1994, FNEESC has been meeting regularly with representatives of the federal and provincial governments on a tripartite basis to discuss strategies for working together to improve the success of First Nations learners. These discussions have provided opportunities for FNEESC to have valuable input on policy and legislative changes that could affect First Nations education.

In 1998, that Tripartite Education Committee founded the BC Aboriginal Education Partners Group, which includes some of the most significant stakeholders in the BC education system, including FNEESC, the FNSA, AANDC, the BC Ministry of Education, the BC Teachers' Federation, the BC College of Teachers, the BC School Trustees Association, the BC Superintendents Association, the BC Confederation of Parents Advisory Council, the BC Principals' and Vice-Principals' Association, United Native Nations, and the BC Métis Nation. In 1999 the organizations signed a Memorandum of Understanding to solidify the partnership.

The Partners are working together to achieve the following goals.

**Goal 1:** Increase collaboration among the partners

**Goal 2:** Increase the number of qualified Aboriginal educators

**Goal 3:** Increase understanding and respect for First Peoples' knowledge, cultures and histories

**Goal 4:** Incorporate Aboriginal perspectives into all education decision-making.



The cooperative efforts of the Education Partners are focused on developing effective information sharing and the growth of initiatives designed to enhance the success of First Nations learners. FNEESC also continues to work with several individual Education Partner organizations on specific initiatives.

#### *Teacher Certification Requirements*

FNEESC has always maintained the importance of including a focus on First Nations education issues in BC teacher certification requirements in order to better meet the needs of all First Nations learners. To further this goal, FNEESC engaged in discussions with the BC College of Teachers (BCCT) about the possibility of making a First Nations course a mandatory requirement for new teachers. Accordingly, in December of 2010, the BCCT announced new regulations that will require all applicants for teacher certification to undertake training in teaching Aboriginal education before they are granted a certificate. It is anticipated that these commitments will be honoured by the new BC Teachers Council.

#### *Memorandum of Understanding with the BC Deans of Education*

FNEESC and IAHLA developed a draft MoU with the Association of BC Deans of Education to formalize our mutual commitment to work together, discuss issues, respect OCAP principles (Ownership, Control, Access, Possession), promote effective Indigenous Language Teacher Education programs, and implement a joint action plan.





## FIRST NATIONS SCHOOLS ASSOCIATION

The First Nations Schools Association (FNSA) is an independent, non-profit society serving the nearly 130 First Nations community schools of BC. Established in 1996, the FNSA contracts administrative services from FNEESC and operates from the same West Vancouver office.

Over the past year the FNSA has continued many of its innovative processes designed by First Nations schools to meet their particular needs, including the FNSA's data collection mechanisms, professional growth plan support, and school certification process. The FNSA is very active in supporting school growth and professional development, providing second level services, supporting research and language and culture programming, and engaging in policy discussions.

Together, the FNSA and FNEESC administer several programs that serve First Nations schools and communities, including New Paths for Education, First Nations and Inuit Youth Employment, and New Relationship Trust Programs. FNEESC and the FNSA continue to share mutual support in order to achieve our complementary goals related to quality education for First Nations learners in BC.

Additional information about the FNSA and its activities is available at [www.fnsa.ca](http://www.fnsa.ca).

## INDIGENOUS ADULT AND HIGHER LEARNING ASSOCIATION

The Indigenous Adult and Higher Learning Association (IAHLA) was created in 2002 by Aboriginal-controlled adult and post-secondary education institutes in BC. IAHLA is an independent non-profit society directed by a regionally representative 10-member Board of Directors and it contracts administrative services from FNEESC. FNEESC and IAHLA often cooperate on post-secondary matters.

IAHLA is comprised of about 38 community-based institutes that offer a broad range of courses and programs that include college and university programs leading to certificates, diplomas and degrees; Adult Basic Education leading to the Adult Dogwood Diploma for secondary school completion; language instruction; occupation-specific training and upgrading; and life-long learning programs.

Working together through IAHLA, Aboriginal institutes are striving to increase recognition of their institutes' unique and successful approaches to community-based, culturally-relevant learning and to increase opportunities for adult learners.



### INDIAN STUDIES SUPPORT PROGRAM

The Indian Studies Support Program (ISSP) is a committee of the federal government that provides funding to support First Nations post-secondary programs through an annual proposal and grant process. Any First Nations Band, Tribal Council or First Nations post-secondary institute located in BC may apply for ISSP funding.

The ISSP Committee includes representatives of First Nations and First Nations post-secondary institutes located throughout the province and FNECSC provides administrative support to the ISSP Committee.

This year, the ISSP Committee reviewed 51 proposals totalling \$5.3 million in funding requests and 17 proposals were funded for a total of \$2,092,698, representing 40% of the total requested funding. The First Nation community and institute requests clearly reflect the need for permanent and sustainable funding for accredited post-secondary programs.

### FIRST NATIONS EARLY CHILDHOOD DEVELOPMENT COUNCIL

To support communication, efficiencies and collective activities in First Nations early childhood development in BC, First Nations organizations and communities joined to form the First Nation Early Childhood Development Council. In fact, their commitment to collaboration was formalized with the signing of an MoU in March of 2010, and FNECSC has assisted with the facilitation of Council meetings and administration.

The FNECDC has developed a framework document that outlines strategies and approaches to strengthen First Nations early childhood development in BC. The Council continues to be a valuable forum for information sharing and joint action on early childhood development issues.





## BC ABORIGINAL POST-SECONDARY EDUCATION AND TRAINING PARTNERS GROUP

In March of 2005 several stakeholders in Aboriginal post-secondary education (PSE) came together to commit to improving access and success for all Aboriginal post-secondary students in BC, and formalized their commitment in a Memorandum of Understanding. The resulting Aboriginal PSE and Training Partners continue to be active and engaged, meeting regularly to share information and implement joint strategies.

Signatories to the MoU include FNEESC, IAHLA, the First Nations Summit, the Strategic Action Committee, Métis Provincial Council of BC, United Native Nations Society, AANDC, BC Ministry of Advanced Education and Labour Market Development, University Presidents' Council of BC, University College Presidents, and the BC College Presidents. Other contributing members include the BC Aboriginal Human Resource Development Agencies Society, the Aboriginal Education Enhancements Branch, and the BC Ministry of Aboriginal Relations and Reconciliation.

FNEESC and IAHLA continue to support the partners and coordinate their efforts to advance positive changes in Aboriginal PSE in BC through the

leadership of the Partners and working through the member organizations.

Last year, the PSE Partners underwent a voluntary external review that reinvigorated the Partners' commitment to strategic action and provided valuable feedback on activities already undertaken.





# Serving First Nations Schools & Communities

## POST-SECONDARY EDUCATION

FNESC is committed to ensuring that First Nations students have access to relevant, high quality education at all levels, including the post-secondary level. For many years FNESC has included a post-secondary subcommittee that provides leadership and technical knowledge to inform this work.

Over the past year, there have been interesting developments in First Nations adult, post-secondary education and training at the community, provincial and federal levels. At the provincial level FNESC and IAHLA continue to work to advance the Aboriginal Policy Framework and to seek recognition of Aboriginal-controlled adult and post-secondary institutes. At the national level, FNESC continues to monitor proposed changes to the federal Post-Secondary Student Support Program.

### *Post-Secondary Education (PSE): Considering the Options Position Paper*

FNESC has created a PSE Options paper in response to proposed changes to the federal government's Post-Secondary Student Support Program. It outlines how PSE is critical for the development of First Nations communities as well as individual First Nations citizens. The paper also asserts that First Nations must

be appropriately and effectively consulted regarding any proposed changes to the program.

### *Support Our Future – Now! A Business Case for AANDC's Post-Secondary Student Support Program and University College Entrance Program in the BC Region.*

FNESC developed a business case to support arguments for increased post-secondary funding for First Nations students in BC. The business case is founded upon a premise that the federal government must increase support for BC First Nations students through AANDC's Post-Secondary Student Support Program and University College Entrance Program.

A comprehensive literature review and discussion paper, approved by the FNESC Board in April, 2010, as well as the 2009 FNESC PSSSP Funding Gap Analysis – BC Region paper, form the background to the business case.

### *BC Aboriginal Post-Secondary Education and Training Partners*

Throughout this past year, FNESC and IAHLA have been meeting with the Ministry of Advanced Education to move forward with the recommendations outlined in the Aboriginal Post-Secondary Education in BC: A Place for Aboriginal Institutes policy



background paper (2008). Discussions have focused on the recognition of Aboriginal controlled institutes and the forging of effective, respectful partnerships between Aboriginal institutes and public post-secondary institutions.

FNESC is also working closely with IAHLA to continue to strive for a high level of reporting and accountability for the Ministry of Advanced Education and Labour Market Development (ALMD) \$65 million commitment to Aboriginal PSE.

## EDUCATION PARTNERSHIPS PROGRAM

In 2010-11, FNESC and the FNSA administered the Education Partnerships Program (EPP) for the BC Region, which supported and continued many of the partnership efforts that have been developed throughout the past decade. Highlights from that program follow.

### *Joint Curriculum Development*

Support from the EPP allowed for continued joint curriculum development with the BC Ministry of Education to create more First Peoples classroom resources. Curriculum and teacher guide documents are now complete for English First Peoples 10, 11 and 12 and the First Peoples Math 8/9 Teachers Guide was completed, as well. A working team is now developing a K-7 Book Review to identify authentic First Peoples texts suitable for classrooms.

### *Local Education Agreements*

In early 2011, FNESC held Local Education Agreement (LEA) workshops in the communities of Nanaimo, Williams Lake, Fort St. John, Prince George, Terrace and Vancouver. The workshops provided an opportunity to share best practices identified by BC First Nations representatives in the FNESC LEA Handbook and allowed participants to discuss local successes and challenges together.



### *Aboriginal Languages*

The EPP also provided resources to hire an Aboriginal Languages Coordinator, who works to research First Nations language curricula for use in schools and share a range of resources for language learning. The Coordinator is now working with schools and communities throughout BC in an effort to support the development of local language teaching capacity.

### *Enhancing Distance Learning*

Currently, it is sometimes difficult for remote First Nations schools to offer a full spectrum of secondary courses due to the difficulty of attracting qualified staff in all subject areas. In response to this situation, and building upon examples of effective distance learning models in use across North America, FNEC and the FNSA piloted the Connect Classrooms Project. The project is designed to engage students in a virtual learning environment that allows them to connect seamlessly with teachers and students throughout the province. Pilots are now taking place and FNEC and the FNSA hope to expand the project in future years.

### *Anti-Racism Initiatives*

For several years FNEC and the Education Partners have delivered workshops and created resources on the topic of anti-racism, including issues such as preventing bullying, reflecting diversity, and creating inclusive schools. In 2010/11, EPP funding was used for the delivery of workshops focused on shared-cultural understandings and to engage in outreach with members of education partner organizations.

## **FIRST NATIONS STUDENT SUCCESS PROGRAM**

For the past three years, FNEC and the FNSA also successfully applied to administer the federal First Nations Student Success Program (FNSSP) funding for the BC Region.





The FNSSP has enabled the ongoing administration and expansion of the First Nations Schools Assessment Process and the Professional Growth Process, which continue to be great successes in assisting schools with thorough planning and professional development for school staff. It also supported the School Measures Project, which saw a significant increase in participation in the past year and remains an area of focus. In addition, FNEC and the FNSA were very pleased with the overall progress made in the performance measures and data management efforts taking place in BC.

## HIGHLIGHTS OF OTHER MAJOR PROGRAMS

### *New Paths for Education Program*

This year, the New Paths for Education Program continued to support the efforts of First Nations schools and communities to provide quality education programs at the local level. The project activities targeted three specific areas: capacity building, improving school effectiveness, and school to work transitions.

First Nations schools targeted their project activities to achieve positive results in greater educational capacity, higher retention rates, improved service integration and efficient service delivery. First Nations community activities focused on improving student

attendance, literacy, language and culture, retention and graduation rates.

### *New Relationship Trust*

The FNSA and FNEC continued the fourth year of a partnership with the New Relationship Trust (NRT) Society to administer funding for BC First Nations communities.

The NRT education initiatives consisted of allocations to First Nations communities for projects designed to improve student achievement in Language Arts and English, math and science. The community projects also complemented and enhanced the provincial-level activities undertaken with the New Paths for Education Program funding.

Reported results from the NRT funded projects included higher student grades, improved school attendance, enhanced libraries, professional development for school personnel, increased literacy skills, more confident students in the classroom, and increased parental and community involvement, among other results.

### *First Nations Languages Teacher Education Program*

FNEC is committed to increasing the number of certified First Nations Language teachers in BC to support language programming in both First Nations schools and public schools. The organization has



been working to achieve this goal through multiple initiatives, including the ongoing offering of the Developmental Standard Term Certificate in First Nations Languages and Cultures (DSTC), originally established in 1999 in conjunction with the BCCT. The DSTC program involves three years of 90 credit hours of course work at a post-secondary institution, including studies in an Aboriginal language indigenous to BC, First Nations studies or culture, BCCT academic prerequisites, and professional development in teaching.

With funding from the New Relationship Trust, nine DSTC projects were funded in 2010/11 and an additional \$60,000 was available to provide language teacher professional development opportunities across eight language regions.

### ***Parental and Community Engagement Program***

Through this program, First Nations schools and communities received grants to assist parents and other caregivers in remaining engaged in their children's education. Specifically, the grants were used for such things as parenting programs and home reading resources, guest speakers for parent meetings, home visits to support parents, programs to support parental participation in school activities and school

decision making, and information for parents on how to support their children in career and education planning.

### ***First Nations Parents Club***

The First Nations Parents Club is designed to support the key role that parents play in the educational success of their children. It provides parents with information, support and rewards for their efforts and it involves supporting locally based clubs with newsletters, incentive prizes and parenting resources.

During 2010/11, the program supported 90 locally based parent clubs and provided 56 grants of \$1,000 to support club activities. The club continued to publish a regular newsletter and an annual calendar full of family activities. The club also provided incentive prizes to parents for participating in club activities and for sharing local club news.

Club members received First Nations Parent Club certificates at the end of the school year to acknowledge their participation in the club.



#### *BCCPAC Conference*

Last year, FNEC and the FNSA sponsored twenty First Nations parents to attend a BC Confederation of Parent Advisory Councils (BCCPAC) Conference. The First Nations parent attendance at that event was an important opportunity for participating parents to learn more about educational support and provincial issues. Their presence at the conference also allowed all BCCPAC members to better understand the perspectives of First Nations parents.

#### *Teacher Recruitment and Retention: Professional Development Program*

The primary goal of the Teacher Recruitment and Retention: Professional Development Program is to assist First Nations schools in the recruitment and retention of qualified staff by supporting professional development opportunities, providing recognition for teacher and school excellence, and promoting education as a career. This program provided funding to 120 First Nations schools last year, supporting professional development opportunities for 1,341 school personnel.

#### *First Nations and Inuit Youth Employment Strategy Initiative*

The First Nations and Inuit Youth Employment Strategy is part of the broader Youth Employment Strategy program. It consists of the Summer Work Experience Program and Skills Link Program.

The Summer Work Experience Program (SWEP) supports opportunities for summer work experience and training for in-school secondary and post-secondary First Nations students, providing communities with wage subsidies for short-term student work experience positions.

Two SWEP career and employment information workshops were held for First Nations youth and their coordinators in Vancouver and Nanaimo in February 2011. Many participants had minimal previous work experience, so the workshop content stimulated valuable discussion about the importance of education, career and education planning, job opportunities, and potential academic scholarships.

The Skills Link Program supported youth participants in the following initiatives:





- The *Career Promotion and Awareness Program*, which sponsored youth in First Nations schools to explore career development and for schools to provide career fairs and leadership projects.
- The *Cooperative Work Placements*, which sponsored youth in First Nations schools to participate in mentored school-based work and study opportunities.
- The *Science and Technology Program*, which promoted science and technology as a career choice by providing First Nations youth with first-hand experience in various science and technology disciplines.
- The *Mentored Work Placement Program*, which sponsored work experience for out-of-school, unemployed, or under-employed First Nations youth.
- The *Information Communication Technology Work Placements*, which sponsored information communication technology work experience for out-of-school, unemployed, or under-employed youth.

### *First Nations Health and Science Promotion Initiative*

This year, FNEESC administered a First Nations Health and Science Promotion (FNHSP) initiative in a first-year of partnership with the First Nations Health Society in the BC Region. The process involved a Call for Proposals to First Nations communities for \$5,000 grants to support First Nations health and science-related educational and career promotion activities.

The First Nations Health and Science Career Promotion activities promoted the ability of First Nations youth to make informed and educated career decisions by supporting career fairs or related field trips that provided them with first-hand information on First Nations health and science-related choices.

### **FIRST NATIONS LANGUAGES**

The FNEESC First Nations Languages Subcommittee consists of approximately 30 First Nations representatives who reflect a wide variety of geographical areas and language families. The subcommittee members are committed to supporting the efforts of schools and communities to promote, teach and revitalize First Nations languages, and to coordinating collective activities that further those efforts

## SPECIAL EDUCATION PROGRAM

FNESC and the FNSA are committed to ensuring that the diverse needs of all First Nations students are being met, and together, they administer and allocate the Special Education Program (SEP) funding for the BC Region using a methodology approved by First Nations schools and communities.

The majority of SEP funding is allocated directly to First Nations schools so that they can deliver a continuum of services and programs to children and youth. Services are targeted for eligible individual students and small groups of students, as well as for staff professional development opportunities.

Some SEP funding is used to coordinate province-wide activities that include student assessments, speech language pathology services, workshops, school-based services, and professional development. Highlights of this year's collectively-organized activities follow.

- Schools received intervention based support for IEPs/Learning Plans and assistance with Response to Intervention
- A course in the First Nations Speech-Language Assistant Certificate program, FNSL 150 Speech and Language Interventions/Therapy, was offered in March and April of 2011.
- Students received assistive technology through SET-BC to enable them to better access the curriculum and participate in school activities.
- The Special Education Toll-free Resource Line and Speech and Language Resource Line continue to provide phone and email support to parents and teachers.
- With funding from the First Nations Health Council, the FNSA offered FRIENDS for Life training in March 2011, which introduced new curriculum for K4 to Grade 1 and featured special guest speakers Dr. Martin Brokenleg and Dr. Evan Adams.



# Audited Financial Statements

## FIRST NATIONS EDUCATION STEERING COMMITTEE SOCIETY

### INDEX TO THE FINANCIAL STATEMENTS MARCH 31, 2010

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# First Nations Education Steering Committee Society

March 31, 2011

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## Management's Responsibility for Financial Reporting

The accompanying financial statements of the First Nations Education Steering Committee Society and all the information in this annual report are the responsibility of management and have been approved by the Board of Directors.

The financial statements have been prepared by management in accordance with Canadian generally accepted accounting principles. Financial statements are not precise since they include certain amounts based on estimates and judgements. When alternative accounting methods exist, management has chosen those it deems most appropriate in the circumstances, in order to ensure that the financial statements are presented fairly, in all material respects.

The Society maintains systems of internal accounting and administrative controls of high quality, consistent with reasonable cost. Such systems are designed to provide reasonable assurance that the financial information is relevant, reliable and accurate and the Society's assets are appropriately accounted for and adequately safeguarded.


The Board is responsible for ensuring that management fulfills its responsibility for financial reporting and is ultimately responsible for reviewing and approving the financial statements.

The Directors review the Society's financial statements and recommends their approval. The Board meets periodically with management, as well as the external auditors, to discuss internal controls over the financial reporting issues, to satisfy themselves that each party is properly discharging their responsibilities, and to review the annual report, the financial statements and the external auditors' report. The Board takes this information into consideration when approving the financial statements for issuance to the members. The Board also considers the engagement of the external auditors.

The financial statements have been audited by D&H Group LLP Chartered Accountants in accordance with Canadian generally accepted auditing standards on behalf of the members. D&H Group LLP Chartered Accountants have full access to the First Nations Education Steering Committee Society.



Acting Executive Director



Treasurer, Board of Directors



## INDEPENDENT AUDITOR'S REPORT

To the Members of the  
First Nations Education Steering Committee Society

### Report on the Financial Statements

We have audited the accompanying financial statements of the First Nations Education Steering Committee Society, which comprise the statement of financial position as at March 31, 2011 and the statement of operations and changes in fund balances and the statement of cash flows for the year then ended, and a summary of significant accounting policies and other explanatory information.

### Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with Canadian generally accepted accounting principles, 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.

### Auditor's Responsibility

Our responsibility is to express an opinion on these financial statements based on our audit. We conducted our audit in accordance with Canadian generally accepted auditing standards. Those standards require that we comply with ethical requirements and plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements 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 entity's internal control. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

### Opinion

In our opinion, the financial statements present fairly, in all material respects, the financial position of the Society as at March 31, 2011, and its financial performance and its cash flows for the year then ended in accordance with Canadian generally accepted accounting principles.

### Report on Other Legal and Regulatory Requirements

As required by the Society Act (British Columbia), we report that in our opinion these principles have been applied on a basis consistent with that of the preceding year.

Vancouver, B.C.  
July 7, 2011

#### D+H Group LLP Chartered Accountants

10th Floor, 1333 West Broadway  
Vancouver, British Columbia  
Canada V6H 4C1

Telephone: 604 731 5881  
Facsimile: 604 731 9523  
Email: info@dhhgroup.ca

www.DHgroup.ca  
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# First Nations Education Steering Committee Society

## STATEMENT OF OPERATIONS AND CHANGES IN FUND BALANCES – OPERATING FUND For the year ended March 31, 2011

	Budget	2011 Actual	2010 Actual
<b>REVENUE</b>			
INAC funding	\$ 26,869,105	\$ 26,869,105	\$ 27,381,100
Province of BC funding	615,000	615,000	145,000
Administration fees recoveries	1,666,371	1,666,371	1,711,765
New Relationship Trust funding	1,000,000	1,000,000	850,475
Other funding sources	904,000	1,094,773	1,337,009
	31,054,476	31,245,249	31,425,349
<b>EXPENDITURES</b>			
Direct expenditures	26,706,328	25,445,087	27,666,678
Indirect expenditures	4,004,002	3,856,152	4,199,198
Transfers to First Nations Schools Association	242,129	242,129	192,129
	30,952,459	29,543,368	32,058,005
<b>EXCESS (DEFICIENCY) OF REVENUE OVER EXPENDITURES</b>	102,017	1,701,881	(632,656)
<b>FUND BALANCE, beginning of year</b>	3,736,976	3,736,976	4,396,027
<b>RECOVERIES OF SURPLUSES</b>	–	(94,847)	(26,395)
<b>FUND BALANCE, end of year</b>	\$ 3,838,993	\$ 5,344,010	\$ 3,736,976

*The accompanying notes are an integral part of these financial statements.*

# **First Nations Education Steering Committee Society**

## **SUMMARY STATEMENT OF OPERATIONS AND CHANGES IN FUND BALANCES – OPERATING FUND**

For the year ended March 31, 2011

Statement 2

Schedule #	INAC Funding	Province of BC Funding	Other Revenue	Total Revenue	Total Expenditures	Excess (deficiency) for the year	Beginning fund balance (deficit) (Note 9)	Recoveries/ transfers/re- imbursements	Ending fund balance (deficit)
1	\$ 841,048	\$ 100,000	\$ 1,679,519	\$ 2,620,567	\$ 2,431,910	\$ 188,657	\$ 380,433	\$ (116,741)	\$ 452,349
2	2,609,201	–	–	2,609,201	2,592,128	17,073	(108,226)	108,223	17,070
3	913,728	–	–	913,728	874,148	39,580	161,870	(161,870)	39,580
4	2,698,212	–	–	2,698,212	2,547,690	150,522	–	(12,363)	138,139
5	–	–	–	–	–	–	49,937	(49,937)	–
6	–	15,000	236,936	251,936	183,305	68,631	–	–	68,631
7	–	–	93,184	93,184	75,843	17,341	96,181	–	113,522
8	90,000	–	–	90,000	90,040	(40)	–	40	–
9	127,200	–	–	127,200	121,147	6,053	32,631	17,306	55,990
10	–	–	73,740	73,740	–	73,740	2,558,140	–	2,631,880
11	208,290	–	–	208,290	129,540	78,750	–	–	78,750
12	244,400	–	–	244,400	245,063	(663)	–	663	–
13	–	–	–	–	–	–	–	–	–
14	2,181,728	–	–	2,181,728	2,194,111	(12,383)	4,943	7,440	–
15	1,514,000	–	–	1,514,000	1,526,959	(12,959)	–	116,252	103,293
16	–	–	179,830	179,830	70,965	108,865	185,242	–	294,107
17	586,742	–	–	586,742	252,360	334,382	105,581	–	439,963
18	–	–	–	–	–	–	20,297	–	20,297
19	–	–	–	–	–	–	8,482	(8,482)	–
20	–	–	–	–	333	(333)	13,346	–	13,013
21	53,000	–	–	53,000	57,205	(4,205)	6,159	–	1,954
22	243,000	–	–	243,000	244,182	(1,182)	824	358	–
23	230,000	–	–	230,000	240,495	(10,495)	–	130,000	119,505
24	9,839,628	–	–	9,839,628	9,834,474	5,154	1,281	–	6,435
25	654,000	–	5,561	659,561	630,467	29,094	6,320	2,162	37,576
26	135,000	–	–	135,000	136,614	(1,614)	19,329	(19,329)	(1,614)
27	7,500	–	112,000	119,500	116,344	3,156	177,698	–	180,854
28	347,900	–	–	347,900	344,333	3,567	–	–	3,567

The accompanying notes are an integral part of these financial statements.



# **First Nations Education Steering Committee Society**

## **SUMMARY STATEMENT OF OPERATIONS AND CHANGES IN FUND BALANCES – OPERATING FUND**

**For the year ended March 31, 2011**

Statement 2

	Schedule #	INAC Funding	Province of BC Funding	Other Revenue	Total Revenue	Total Expenditures	Excess (deficiency) for the year	Beginning fund balance (deficit) (Note 9)	Recoveries/ transfers/re- imbursements	Ending fund balance (deficit)
Early Childhood Development	29	\$ 100,000	\$ 500,000	–	\$ 100,000	\$ 102,157	\$ (2,157)	\$ 2,631	\$ –	\$ 474
New Relationship Trust	30	–	–	–	–	903,369	596,631	(167,153)	–	429,478
Water Project	31	–	–	–	–	–	–	(34,366)	9,385	(24,981)
Joint Curriculum Development - EPP	32	212,000	–	–	212,000	208,156	3,844	1,022	(1,022)	3,844
Jurisdiction Negotiation	33	600,000	–	–	600,000	597,732	2,268	–	–	2,268
Jurisdiction Capacity Building	34	906,328	–	1,149	907,477	888,934	18,543	23,321	(23,321)	18,543
PSE Partners Activities	35	–	–	–	–	–	–	24,008	–	24,008
Teacher Standards and Certification	36	770,000	–	–	770,000	783,820	(13,820)	43,675	–	29,855
English First Peoples 10/11	37	–	–	–	–	18,802	(18,802)	18,510	292	–
Literacy and Essential Skills	38	–	–	75,318	75,318	75,318	–	–	–	–
Performance Measurement	39	320,000	–	–	320,000	296,054	23,946	36,889	(36,887)	23,948
Distance Course Delivery - EPP	40	159,000	–	–	159,000	159,320	(320)	–	–	(320)
Rural Schools Partnership - EPP	41	127,200	–	–	127,200	127,168	32	–	–	32
BCeSIS	42	150,000	–	–	150,000	137,670	12,330	–	–	12,330
Youth Initiatives Coordinator	43	–	–	103,907	103,907	114,882	(10,975)	10,975	–	–
Computers in the Home	44	–	–	–	–	–	–	1,827	(1,827)	–
Improving School Effectiveness	45	–	–	–	–	–	–	–	–	–
EIS Workshops	46	–	–	–	–	–	–	51,890	(51,890)	–
Schoolnet Data Collection	47	–	–	–	–	–	–	3,249	(3,249)	–
Schoolnet Technical Requirements	48	–	–	–	–	–	–	–	–	–
Tech Support – E Learning	49	–	–	–	–	–	–	30	(30)	–
Health and Science Education	50	–	–	200,000	200,000	190,330	9,670	–	–	9,670
		\$ 26,869,105	\$ 615,000	\$ 3,761,144	\$ 31,245,249	\$ 29,543,368	\$ 1,701,881	\$ 3,736,976	\$ (94,847)	\$ 5,344,010

*The accompanying notes are an integral part of these financial statements.*

**First Nations Education Steering  
Committee Society**

**STATEMENT OF CHANGES IN FUND BALANCE – CAPITAL FUND  
For the year ended March 31, 2011**

	<u>2011</u>	<u>2010</u>
BALANCE, beginning of year	\$ 73,292	\$ 89,436
CAPITAL ASSET PURCHASE ADDITIONS	95,236	81,610
AMORTIZATION OF CAPITAL ASSETS	(30,708)	(97,754)
BALANCE, end of year	<u>\$ 137,820</u>	<u>\$ 73,292</u>

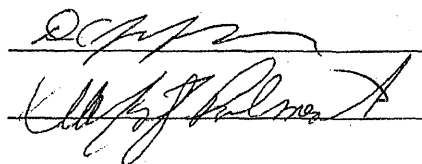
*The accompanying notes are an integral part of these financial statements.*

**First Nations Education Steering  
Committee Society**  
STATEMENT OF FINANCIAL POSITION  
As at March 31, 2011

	2011	2010
<b>ASSETS</b>		
<b>CURRENT</b>		
Cash	\$ 4,535,182	\$ 1,285,778
Term deposits	2,500,000	—
Accounts receivable	1,381,832	2,470,786
GST/HST receivable	102,225	50,564
Prepaid expenses	92,801	108,562
Due from First Nations Schools Association (Note 10)	130,433	215,926
	8,742,473	4,131,616
<b>CAPITAL ASSETS (Notes 2 and 4)</b>	<b>137,820</b>	<b>73,292</b>
	<b>\$ 8,880,293</b>	<b>\$ 4,204,908</b>
<b>LIABILITIES</b>		
<b>CURRENT</b>		
Accounts payable and accrued liabilities	\$ 3,398,463	\$ 394,640
<b>COMMITMENTS AND CONTINGENCY (Note 7)</b>		
<b>FUND BALANCES</b>		
<b>INVESTED IN CAPITAL ASSETS</b>	<b>137,820</b>	<b>73,292</b>
<b>RESTRICTED</b>	<b>2,712,130</b>	<b>1,178,834</b>
<b>INTERNALLY DESIGNATED (Schedule 10 and Note 11)</b>	<b>2,631,880</b>	<b>2,558,142</b>
	<b>5,481,830</b>	<b>3,810,268</b>
	<b>\$ 8,880,293</b>	<b>\$ 4,204,908</b>

The accompanying notes are an integral part of these financial statements.

Approved on Behalf of the First Nations Education Steering Committee Society





**First Nations Education Steering  
Committee Society**  
**STATEMENT OF CASH FLOWS**  
**For the year ended March 31, 2011**

	2011	2010
CASH FLOWS FROM (USED IN) OPERATING ACTIVITIES	\$ 1,701,881	\$ (632,656)
Capital asset purchases	95,236	81,610
Recoveries of surpluses	(94,847)	(26,395)
	1,702,270	(577,441)
Decrease (increase) in		
Accounts receivable	1,088,954	(1,141,225)
GST/HST receivable	(51,661)	8,325
Prepaid expenses	15,761	64,660
Due from First Nations Schools Association	85,493	(150,779)
Increase (decrease) in		
Accounts payable and accrued liabilities	3,003,823	51,923
	5,844,640	(1,744,537)
CASH FLOWS FROM (USED IN) INVESTING ACTIVITIES		
Purchase of capital assets	(95,236)	(81,610)
Purchase of term deposits	(2,500,000)	—
	(2,595,236)	(81,610)
INCREASE (DECREASE) IN CASH DURING THE YEAR	3,249,404	(1,826,147)
CASH, beginning of year	1,285,778	3,111,925
CASH, end of year	\$ 4,535,182	\$ 1,285,778

See Note 8.

*The accompanying notes are an integral part of these financial statements.*

# First Nations Education Steering Committee Society

## NOTES TO THE FINANCIAL STATEMENTS

March 31, 2011

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### 1. SOCIETY, AIMS AND OBJECTIVES

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

The Society is exempt from income taxes as long as certain criteria continue to be met.

### 2. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

#### Basis of presentation

These financial statements have been prepared in accordance with Canadian generally accepted accounting principles which necessarily involves the use of estimates. The financial statements have, in management's opinion, been properly prepared within reasonable limits of materiality and within the framework of significant accounting policies summarized below.

For the purposes of the statement of operations (Statement 1), direct expenditures include expenditures, except administrative fees, incurred under all programs other than the Core and Special Projects programs (Schedules 1 and 10). The Core program expenditures include the administrative and operating costs of the Society; the Special Projects program reports the expenditure of unrestricted funds. Indirect expenditures include expenditures incurred under the Core and Special Projects programs and the administrative fees charged to the other programs.

#### Use of estimates

The preparation of financial statements in accordance with Canadian generally accepted accounting principles requires management to make estimates and assumptions that affect the reported amount of assets and liabilities, and disclosure of contingent assets and liabilities at the date of the financial statements, and the reported amount of revenues and expenditures during the period. Actual results could differ from these estimates.

#### 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 special regulations, restrictions or limitations. Each fund has its own statement of operations which presents the results of operations for the fund. The financial position of the Society is shown on the statement of financial position which includes the assets, liabilities and fund balances of all funds presented in the financial statements.

#### 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.

## First Nations Education Steering Committee Society

### NOTES TO THE FINANCIAL STATEMENTS

March 31, 2011

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#### 2. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES - continued

##### Capital assets

Capital assets are recorded as an expenditure in the appropriate fund and are also reported on the statement of financial position as capital assets at cost. Depreciation is charged to the capital fund on a straight-line basis over the expected useful life of the assets at the following annual rates:

Automobile	– 10 years
Computer equipment	– 3 years
Computer software	– 2 years
Furniture and equipment	– 5 years
Leasehold improvements	– 5 years

##### Budget figures

All budget figures were prepared by management and are unaudited.

##### Financial instruments

CICA Handbook Sections 3855 and 3861 set out criteria for the recognition, measurement, disclosure and presentation of financial instruments and requires all financial instruments within its scope, including derivatives, to be accounted for either at fair value, or in circumstances where fair value may not be considered the most relevant information, at cost or amortized cost. All financial instruments are classified into one of five categories, with each category possessing specific requirements for initial and subsequent recognition and measurement.

Cash and term deposits are designated as held for trading and are measured at fair value. Accounts receivable are measured at amortized cost. Accounts payable are classified as other financial liabilities, which are measured at amortized cost, using the effective interest rate method.

The Society has elected not to apply CICA Handbook Sections 3862 "Disclosure" and 3863 "Presentation." Section 3862 requires extensive disclosures about the significance of financial instruments for an entity's financial position and results of operations as well as quantitative and qualitative disclosures on the nature and extent of risk arising from financial instruments. Management believes that the cost of preparing the additional disclosures exceeds any incremental benefit.

##### Capital disclosures

Restricted government contributions are designated for expenditure towards the programs and projects approved in the respective funding contracts. Otherwise, the Society has no externally imposed capital requirements. In managements view, the Society has continued to comply with the terms of the government funding contracts.

#### 3. TERM DEPOSITS

Term deposits consist of five guaranteed investment certificates (GICs) in the amount of \$ 500,000 each. The GICs have three year terms ending February 10, 2014 with interest rates of 1.75%, 2.50% and 3.00% in the first, second and third years respectively. The GICs are redeemable only on the anniversary date each year.



# First Nations Education Steering Committee Society

## NOTES TO THE FINANCIAL STATEMENTS

March 31, 2011

### 4. CAPITAL ASSETS

	2011		
	Cost	Accumulated depreciation	Net
Automobile	\$ 28,664	\$ 28,664	\$ —
Computer equipment	191,371	133,357	58,014
Computer software	16,786	5,709	11,077
Furniture and equipment	116,275	101,201	15,074
Leasehold improvements	<u>91,053</u>	<u>37,398</u>	<u>53,655</u>
	<u>\$ 444,149</u>	<u>\$ 306,329</u>	<u>\$ 137,820</u>
	2010		
	Cost	Accumulated depreciation	Net
Automobile	\$ 28,664	\$ 28,664	\$ —
Computer equipment	183,172	181,202	1,970
Computer software	8,978	8,978	—
Furniture and equipment	201,545	199,209	2,336
Leasehold improvements	<u>91,053</u>	<u>22,067</u>	<u>68,986</u>
	<u>\$ 513,412</u>	<u>\$ 440,120</u>	<u>\$ 73,292</u>

### 5. FINANCIAL INSTRUMENTS

The Society's financial instruments consist of cash, accounts receivable, an amount due from First Nations Schools Association, and accounts payable and accrued liabilities. Unless otherwise noted, it is management's opinion that the Society is not exposed to significant interest, currency, or credit risks arising from these financial statements.

### 6. ECONOMIC DEPENDENCE

The First Nations Education Steering Committee Society receives the majority of its revenues pursuant to a Comprehensive Funding Arrangement with Indian and Northern Affairs Canada (INAC).

### 7. COMMITMENTS AND CONTINGENCY

The Society is committed to the minimum lease payments over the next five fiscal years for office premises and equipment in the following amounts:

2012	\$ 150,591
2013	150,591
2014	150,591
2015	91,195
2016	<u>5,360</u>
	<u>\$ 548,328</u>

The office premise lease expires October 31, 2014. The equipment lease expires December 1, 2015.

Surpluses in INAC funded programs are potentially refundable to INAC.

## First Nations Education Steering Committee Society

### NOTES TO THE FINANCIAL STATEMENTS

March 31, 2011

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#### 8. SUPPLEMENTAL CASH FLOWS INFORMATION

Interest has been received as follows:

	<u>2011</u>	<u>2010</u>
Interest received	\$ <u>73,740</u>	\$ <u>53,454</u>

#### 9. COMPARATIVE FIGURES

Certain 2010 figures have been reclassified to conform to the presentation used in the current year.

In addition, in the prior year, Schedule of Program Operation 2, 3, 4, and 5 were presented separately. In the current year, those programs (Schedules 2, 3, 4 and 5) have been presented together under Schedule 2.

#### 10. RELATED PARTY TRANSACTIONS

The Society and the First Nations Schools Association (FNSA) are separate organizations, each with their own Board of Directors. The Society is related to FNSA pursuant to an administrative agreement whereby the Society provides administrative and financial support, including staffing and office premises, to FNSA.

Unless otherwise stated, related party transactions are measured at the exchange amount, being the amount of consideration established and agreed to by the related parties.

During the year ended March 31, 2011, the Society:

- (i) Received administrative recoveries of \$ 69,129 (2010 - \$ 69,129) from the First Nations School Association

#### 11. INTERNALLY DESIGNATED FUNDS

During the prior year the Society internally designated its unrestricted funds towards its long-term office premise real estate alternatives.





**fnesc**

**FIRST NATIONS EDUCATION  
STEERING COMMITTEE**

113-100 PARK ROYAL SOUTH  
WEST VANCOUVER, BC V7T 1A2

TEL: 604.925.6087  
TOLL FREE: 1.877.422.3672

>> [www.fnesc.ca](http://www.fnesc.ca)  
>> [info@fnesc.ca](mailto:info@fnesc.ca)