



ANNUAL REPORT 2013/14



Annual Report of the First Nations Education Steering Committee and First Nations Schools Association for 2013-2014

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Cover Image: Sk'il' Mountain Community School (apostrophes sic)

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OUR MANDATE

“To facilitate discussion about education matters affecting First Nations in BC by disseminating information and soliciting input from First Nations. The primary goal is to promote and support the provision of a quality education to First Nations learners in BC.”

The **First Nations Education Steering Committee** (FNEsc) was founded in 1992 by participants at a provincial First Nations education conference at the Vancouver Friendship Centre. That visionary group of people determined the need for a First Nations-controlled collective organization focused specifically on advancing quality education for all First Nations learners, and they set out FNEsc’s commitment to supporting First Nations in their efforts to improve the success of all First Nations students in BC.

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 in a meaningful way.



OUR MISSION

“The First Nation Schools Association will collaborate with First Nation 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.”

First Nations schools in BC first began working toward the establishment of a collective support organization over twenty-five years ago, and the **First Nations Schools Association** (FNsA) was formally established as a non-profit society in 1996.

The FNsA represents and works on behalf of First Nations controlled schools in BC. Approximately 98 percent of the 130 First Nations schools in BC are members of the Association, which has a mandate to support those schools in creating effective, nurturing, and linguistically and culturally appropriate educational environments that provide students with a positive foundation in all academic areas.

The FNsA works directly with its constituents and reports to its members at its Annual General Meeting (AGM). The FNsA Board of Directors includes 10 individuals selected at each AGM.



2013 / 2014 ANNUAL REPORT

We are very pleased to present the 2013/2014 Annual Report of the BC First Nations Education Steering Committee (FNESC) and the BC First Nations Schools Association (FNSA).

FNESC and the FNSA are once again taking a collaborative approach to this report in order to reflect our mutual responsibility for a number of key programs.

Our organizations have always worked together through a cooperative arrangement, including sharing office space, staff, and financial and communication infrastructures. That arrangement has now been formalized in a Memorandum of Understanding. More recently, FNESC signed important agreements with government that significantly affect the provision of services to First Nations schools and communities, and extend our long-term partnership approach to program design and delivery.

This report is intended to inform First Nations communities, schools, and post-secondary institutes, as well as our many education partners, about the activities being undertaken by FNESC and the FNSA. This document also complements the numerous reports we submit to funding agencies for specific programs, by describing individual projects within the context of our full range of activities. Additionally, in the spirit of reduced reporting requirements for First Nations, this report outlines the explicit performance measures required from FNESC according to the Tripartite Education Framework Agreement, which Aboriginal Affairs and Northern Development Canada (AANDC) has agreed to extract and use as necessary.

A background image showing two young children playing in a snowy environment. One child is in the foreground, wearing a dark hooded jacket, looking towards the camera. Another child is behind them, also looking towards the camera. Snow is falling and covering the ground and some structures in the background.

MESSAGE FROM THE FNSA PRESIDENT

PAMELA LEE LEWIS



Pamela Lee Lewis is the President of the First Nations Schools Association (FNSA) and a member of the WeWaiKai Nation. She has been a member of the FNSA Board since 2011, for the past two years acting as the FNSA Secretary and as a member of the FNSA Executive. Since 1998, Pamela has worked as the Director of Education for the WeWaiKai Nation. She also sits on a number of Boards that support First Nations' efforts to promote healthy and sustainable communities, including being the Chair of the First Nations Early Childhood Development Council, Secretary of the Native Brotherhood of British Columbia, the Regional Representative for Vancouver Island and the Surrounding Area for BC First Nation HeadStart on Reserve Programs under the First Nation Health Authority.

In recognition of her many contributions to First Nations education, and especially her long-term commitment to early learners, Pamela received the 2011 BC Aboriginal Child Care Individual Recognition Award. Pamela is a tireless advocate for equal opportunities for all First Nations learners, and she brings to the FNSA her passionate support for First Nations schools and their invaluable efforts on behalf of First Nations learners.



It is my pleasure to introduce the 2013/2014 Annual Report as the new President of the BC First Nations Schools Association (FNSEA) – an organization that I have supported throughout its nearly two decades of operations.

The FNSEA welcomes every opportunity to report on our activities and services, and this year we once again have a great deal of information to share. I believe this Annual Report demonstrates the continued progress that is being made by First Nations schools, which is a reflection of the outstanding commitment shown by our school staff, students and families.

The FNSEA is very proud of the part we have played in creating the positive changes that are underway. The FNSEA strives to provide meaningful programs and services to support the important work being done within schools, and the range of activities that are being undertaken throughout the province is remarkable. Together, we are building strong connections to support and encourage principals and teachers, school governing agencies, families, and all students, including those with special needs. We are also working together to support effective school planning, monitoring systems, and the technological infrastructure needed to build even stronger programming in the years ahead.

The past year has presented many challenging issues related to First Nations education, and we have therefore focused a great deal of effort on providing a united voice for First Nations schools, and on celebrating our schools' achievements and ongoing needs. In this regard, I would like to express our appreciation to everyone who has supported our work. The assistance we consistently receive from our leadership, combined with the cooperation of our many education

partners, is making a real difference for First Nations learners. Additionally, our FNSEA members continue to be inspiring; their dedication to our Association and all of our students provides the foundation for everything we do.

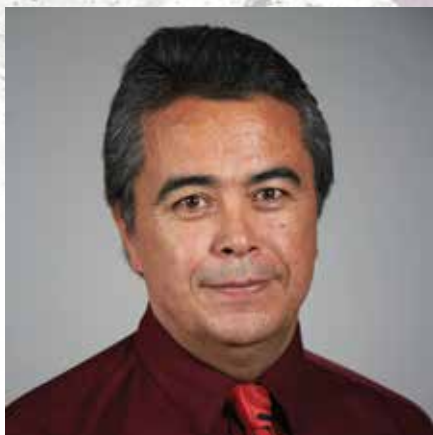
Of course, far more improvement is still needed and numerous challenges remain, but I am confident that by working together we will continue to enjoy more and more success, and we will reach our goal of high levels of learning for all of our students.

Finally, I would like to take this opportunity to thank our departing Board members Ernie Hill, Garry Klugie, and Robert Matthew, who shared their wisdom, attention to detail, and strong commitment to language and culture programming. I would also like to especially acknowledge Greg Louie, who served as the FNSEA President for well over a decade. Greg worked tirelessly to advocate for the FNSEA and First Nations schools and the commitment he showed is truly inspiring. It is an honour to follow him in filling this exciting and important role, and I hope I can continue to lead the organization as effectively as the FNSEA Presidents before me.

P. Lewis

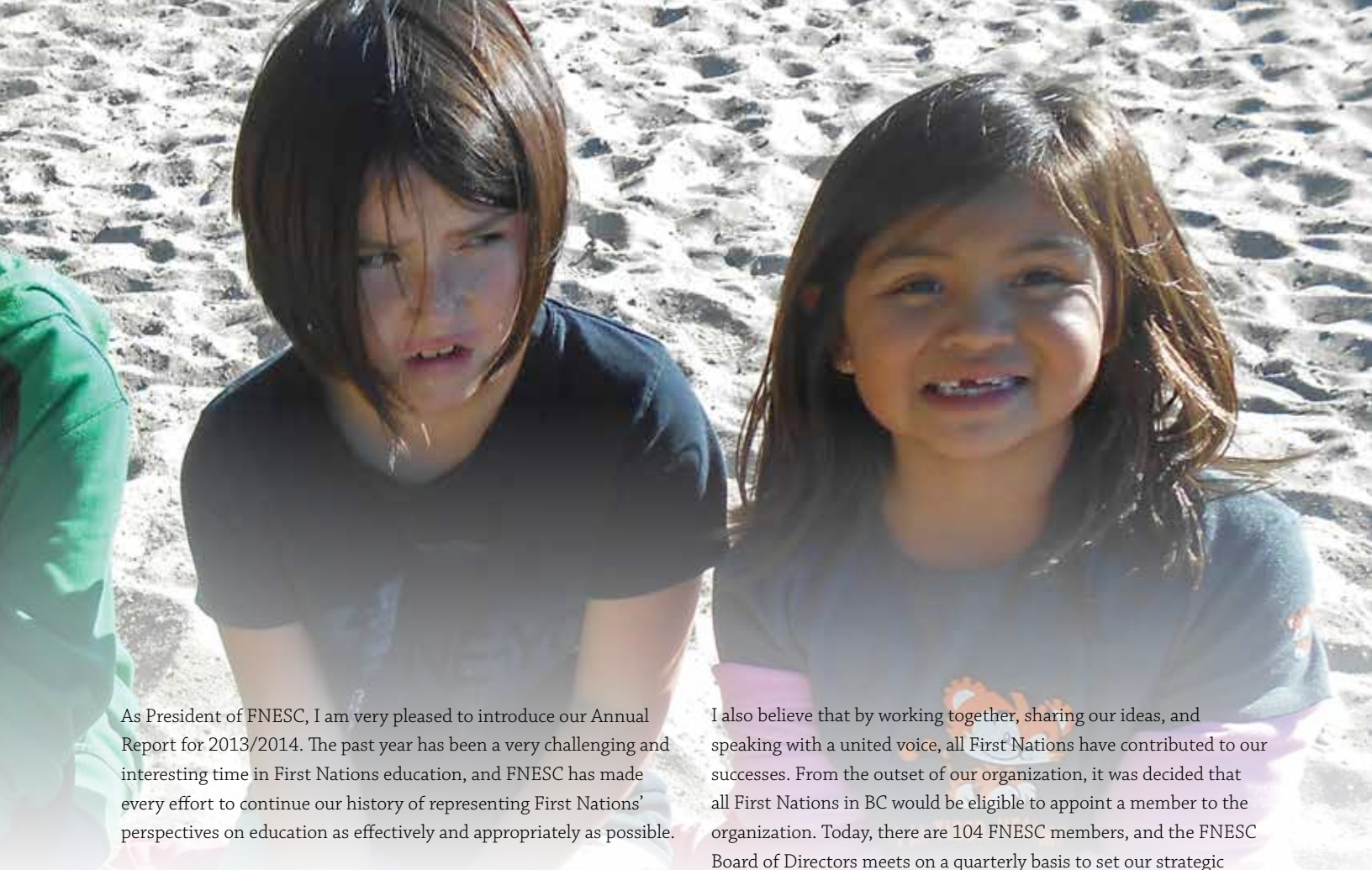
MESSAGE FROM THE FNEC PRESIDENT

TYRONE MCNEIL



First Nations Education Steering Committee President, Tyrone McNeil, is a member of the Stó:lō Tribal Council. He has a direct understanding of 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. Tyrone also is a leading advocate for effective agreements between First Nations and the public education system that will lead to improved student outcomes, and he regularly shares the experience he gained in negotiating a well-recognized Local Education Agreement in his home territory.

Tyrone is a member of the Assembly of First Nations National Chiefs Committee on Education, contributing his knowledge to national efforts to advance First Nations education efforts, and he is the Chair of Seabird College. He is driven to dedicate long hours to benefit First Nations students because of his belief that it is a key investment for the future of those students, for First Nations communities, and for all of BC.



As President of FNEBC, I am very pleased to introduce our Annual Report for 2013/2014. The past year has been a very challenging and interesting time in First Nations education, and FNEBC has made every effort to continue our history of representing First Nations' perspectives on education as effectively and appropriately as possible.

Throughout 2013/2014, we continued to advance our mandate of facilitating dialogue and collaboration, undertaking research, analyzing key information, reporting to First Nations, and encouraging partnerships for the benefit of all First Nations students. This work involves the continuation of a very positive relationship with the Province of BC to improve the outcomes of the 62,161 Aboriginal students enrolled in the public education system, which include 8,926 status on-reserve students. We have done our best to effectively advocate for our mutual needs and perspectives, and to bring more widespread attention to the positive improvements being achieved by First Nations in BC. FNEBC strongly believes that we have realized important advancements in First Nations education, which must be recognized and supported if we are to see continued progress.

The activities we have undertaken would not have been possible without the invaluable support we receive. In particular, we truly appreciate the outstanding dedication shown by the BC Assembly of First Nations, the Union of BC Indian Chiefs, and the BC First Nations Summit. Their leadership has been instrumental – particularly throughout the past year.

I also believe that by working together, sharing our ideas, and speaking with a united voice, all First Nations have contributed to our successes. From the outset of our organization, it was decided that all First Nations in BC would be eligible to appoint a member to the organization. Today, there are 104 FNEBC members, and the FNEBC Board of Directors meets on a quarterly basis to set our strategic direction. FNEBC is also supported by First Nations representatives who participate on subcommittees dedicated to the issues of post-secondary education, First Nations languages, and Local Education Agreements. I believe that our communities are much stronger because of our willingness to share our resources and commit to a collective vision of quality educational opportunities for all First Nations students in BC.

Please remember that FNEBC welcomes suggestions and feedback about our efforts at any time, and we very much look forward to working with First Nations and our many education partners in the year ahead.

FNSA BOARD & MEMBERS, AS OF MARCH 2014

Board of Directors

Greg Louie, **President**

Nuu-chah-nulth/Coast Salish

Ernie Hill, **Vice-President**

Haida/Tsimshian/Haisla/Nisga'a

Garry Klugie, **Treasurer**

Tsilhqot'in/Carrier/Sekani

Pamela Lewis, **Secretary**

Kwakwaka'wakw/Heiltsuk/Nuxalk/Oweekeno

Kirsten Barnes

Gitksan/Wet'suwet'en

Heather Kelliher

Kootenay/Okanagan

Robert Matthew

Secwepemc/St'at'imc/Nlaka'pamux

Penny Monsell

Nuu-chah-nulth/Coast Salish

Verna Stager

Secwepemc/St'at'imc/Nlaka'pamux

Colette Young

Kaska/Dene/Tahltan/Tagish/Inland Tlingit

Busy Bear Club Band Pre-School Tara Kelly
 Chalo School Colette Young
 Chi Chuy Band Pre-School
 Chief Atahm School Robert Matthew
 Chief Matthews Community School Leslie Bellis
 Chilliwack Landing Pre-School and Kindergarten ... Connie Prachnau
 Coast Tsimshian Academy of Lax Kw'alaams Brenda Dudoward
 Coldwater Band School Janice Antoine
 Coldwater Resource Tech Band School Janice Antoine
 Ditidaht Community School Sheila McKee
 Eliza Archie Memorial Band School Michelle Archie
 Eugene Joseph Elementary Secondary School Len Merriman
 First Nations High School Kirsten Barnes
 Fort Babine Band School Monty Palmantier
 Fountain Band Pre-School Lillian Saul
 Gitanmaax Band Nursery School Monica Simms
 Gitanyow Independent School Anne Derrick
 Gitgingolx Wilp Wiloxskw Don Stevenson
 Gitsegukla Elementary Band School Charmaine Louie
 Gitwangak Adult School Deborah Bright
 Gitwangak Elementary School Deborah Bright
 Gitwinksihlkw Band Nursery
 Gitwinksihlkw Elementary Kim Hansen
 Gwa'sala-'nakwaxda'xw School Reed Allen
 Haahuupayak School Gio Mussato
 Haisla Community School Wendy Bolton
 Hartley Bay Elem/Jr Sec. & Nursery Ernie Hill
 Head of the Lake School Ramona Linger
 Hot Springs Cove Band School Rhonda Stark
 Houpsitas Preschool Kindergarten Stacey Hill
 Ittatsoo Learning Centre Bernice Touchie
 Ittatsoo Nursery/Kindergarten Vickie Touchie
 Jean Marie Joseph Adult School Lisa Thomas
 Jean Marie Joseph School Lisa Thomas
 K'ak'ot'lats'i School Rob Cahill
 Kispiox Community School Reinhold Steinbeisser
 Kitasoo Community Band School Frank Robinson
 Klappan Independent Day School Shelley Jones
 Ksi Xy'ans Daycare Head Start Wanda Stevens
 Kwadacha Dune Ty Centre Cathy Warren
 Kwanwatsi Band School Kenneth Cooper
 Kyah Wiget Adult Centre Diane Mattson

Member Schools and Authorized Representatives

?Aq'amnik Elementary School Michael Derech
 Aatse Davie School Andreas Rohrbach
 Acwsalcta School and Kii Kii Tii Nursery Barry Prong
 Agnes George Nursery Marie Lavoie
 Ahms-tah-ow
 Alvin A. McKay Middle School Kelly Rambeau
 Bella Bella Community Band School Kamal Fichtali
 Blueberry River First Nations School Sharon V. MacDonald
 Bonita Barton Nursery School Neal Barton



Lach Klan Nursery/Elem/Jr Sec..... John Waldie
 LÁU,WELNEW Tribal School.....Maryann Gladstone
 Le'lum'uylh Child Development CentreHeather Joe
 Lhoosk'uz Dene School..... Sonya Mack
 Lilawagila School..... Emily Willie
 Lip'alhye Learning Centre Lawrence Northeast
 Little Chiefs Primary School.....Heather McKenzie
 Little Fawn Nursery Jessica Arnouse
 Lower Nicola Elementary Band School.....Angie Sterling
 Maaqtusiis Elem Sec Band School..... Greg Louie
 Meares Island Pre-School..... Cathy Tom
 Moricetown Elementary Band School Jackie McKenzie
 Morris Williams Primary School..... Youlanda Spent
 Muskoti Learning Centre Alison Cartwright
 Muskoti Preschool Learning Centre Jerri-Lynn Morine
 Musqueam Cooperative Preschool.....Faye Mitchell
 Na Aksa Gila Kyew Learning CentreColleen Austin
 Nadleh Koh Band School Nursery.....Jolene Mikkelsen
 Nagwuntl'oo School
 Nak'albun Elementary School..... Cheryl Peterson
 Nathan Barton Elementary SchoolJanice Frank
 Neqweyqwelsten School..... Brian Matthew
 Neskonlith Education Center Cody Bennewith
 Nisga'a Elementary/Secondary..... Kim Hansen
 N'Kwala Elem/Sec Band School.....Carole Holmes
 N'Quatqua Head Start Preschool..... Harley A. Wylie
 Ntamtqen Snm'a?m'aya?tn Sharon Wilson
 Nus Wadeezulh Community School Sylvia Jack
 Outma Sqilx'w Cultural School..... Michele Woitzik
 Pacheedaht Pre-SchoolTara Munro
 Penelakut Island Elementary School.....Roxanne Harris
 Penticton Indian Band Education Centre..... Kathy Pierre
 Prophet River Dene Tsaa School.....Jacqueline Reno
 Quw'utsun Smuneem ElementaryMaryann Thorne
 Qwam Qwum Stuwixwulh Community School Penny Monsell
 Rosie Seymour Elementary.....Darlene Louie
 Saanich Adult Education Centre..... Kendra Underwood
 Seabird Island Community School Shari White
 Secwepemc Cultural Education Society Janice Michel
 SenPokChin School.....Heather Kelliher
 Sensisyusten House of Learning
 Shihiya Elementary Band School..... Reidun Kopp

S-hxixnu-tun Lelum.....
 Skeetchestn Community School..... Lea McNabb
 Sk'elep School of Excellence Gary Gottfriedson
 Skidegate Band Nursery School..... Marcia Piercey
 Sk'il' Mountain Community School Jacquie Ledoux
 Sn-c'c'a-mala?-tnLorraine Ladan
 Songhees Band School..... Fran L'Hirondelle
 Squiala Elementary School..... Marlene Marasco
 Stein Valley Nlakapamux SchoolOpal Charters
 Sts'ailes Community School..... Bill Dietrich
 Stz'uminus Community School
 Stz'uminus Secondary School..... Tim Harris
 Sum-SHA-Thut-Lellum..... Michelle Thut
 Sxoxomic Community Band School Peter Bowman
 Ted Williams Memorial Learning Centre Louise Lacerte
 T'it'q'et Preschool Connie Konkin
 Tl'azt'en Adult Learning Centre Dmitri Zebroff
 Tl'etinqox SchoolGrant Alphonse
 T'lisalagi'lakw Band School Wayne Peterson
 Totem Preschool..... Joy Joseph-McCullough
 Tsawwassen First Nation Pre-School..... Chrystalynn Gurniak
 Tsay Keh Dene School Christian Gonzalez
 Tsi Del Del School(William) Bill Gilroy
 Ts'kw'aylaxw Pre-School.....Sherry Kane
 Tsleil-Waututh Nation School.....
 Wabsuwilaks'm Gitselasu.....Debbie Moore
 Wagalus School..... Karen Aoki
 Waglisla Adult Learning Centre.....Joann Green
 We Wai Kai Daycare/Nursery/Headstart Pamela Lewis
 Woyenne Secondary School Garry Klugie
 Xit'olacw Community Band School Verna Stager
 Xwemelch'stn Etsimxwawtxw Capilano Littlest Ones
 Yaqan Nuki Band School Karen Smith
 Yu Thuy'thut Claudia Roland
 Yunesit'in ?Esgul School..... JoAnne Moiese

FNESC EXECUTIVE BOARD & MEMBERS

Executive

Tyrone McNeil, **President**

FNESC President, Stó:lō Tribal Council

Kendra Underwood, **Vice-President**

FNESC Vice-President, Tsawout First Nation

Jeneen Hunt, **Treasurer**

FNESC Treasurer, Kwicksutaineuk Ah-kwa-mish First Nation

Joe Pierre, Jr., **Secretary**

FNESC Secretary, St. Mary's Indian Band

Directors

Donna Jules Adams Lake Indian Band
 Greg Louie Ahousat First Nation
 Stephanie Sam Akisnuk First Nation
 Nina Minnabarriet Bonaparte Indian Band
 Terrie Davidson Boothroyd Indian Band
 Dolores O'Donaghey Boston Bar First Nation
 Curtis Wilson Campbell River Indian Band
 Darlene Louie Canoe Creek Indian Band
 Marlene Erickson Carrier Sekani Tribal Council
 Yvonne LaRochelle Cayoose Creek Band
 Thelma Florence Chawathil First Nation
 Sandra Victor Cheam Indian Band
 Chantal Burt Cheslatta Carrier Nation
 Janice Antoine Coldwater Indian Band
 Char Crocker Cowichan Tribes
 Elizabeth Davidson Da'Naxda'xw First Nation
 Jody Linklater Dease River First Nation
 Pamela Lewis FNSA Representative
 Vera Nicolson Fort Nelson First Nation
 Marjorie McRae Gitanmaax Band Council
 Monica Simms Gitksan Government Commission
 Randal L. Russell Gitsegukla Band Council
 Amanda Zettergreen Gitwangak First Nation
 John Waldie Gitxaala First Nation
 Ernie Hill Gitga'at First Nation
 Grace Smith Gwa'sala – 'Nakwaxda'xw Nation
 Mary Brown Heiltsuk Band
 Claudette Lucas Hesquiaht First Nation
 Verna Billy Minnabarriet IAHLA Representative
 Jolene Louie Iskut Band Council
 Jim Angus Kispiox Band Council
 Nina Shaw Kitamaat Village Council
 Debbie Moore Kitselas Band Council
 Charlotte Guno Kitsumkalum Band Council
 Fran Prince K'ómoks First Nation
 Andreas Rohrbach Kwadacha Nation
 Lisa Anwar Kwakiutl District Council
 Marion Hunt Kwakiutl Band Council
 Bessie West Lake Babine Nation
 Deanna Lisa Green Lax Kw'alaams Indian Band
 Niki Lindstrom Lheidli T'enneh Band



Susan James	Lillooet Tribal Council	Nancy Seward	Snuneymuxw First Nation
Robin Louie	Lower Kootenay Indian Band	Cindy Charleyboy	Soda Creek Indian Band
Lynne Charlton	Lower Nicola Indian Band	Fran L'Hirondelle	Songhees First Nation
Lauren Terbasket	Lower Similkameen Indian Band	Darrell Jones	Splatsin First Nation
Cynthia Sewid	Mamalilikulla-Qwe'Qwa'Sot'Em Band	Nita Bobb	Spuzzum First Nation
Brenda Leighton	Metlakatla First Nation	Deborah Jacobs	Squamish Nation
Diane Mattson	Morictown Indian Band	Marlene Marasco	Squiala First Nation
Faye Mitchell	Musqueam Indian Band	Tim Harris	Stz'uminus First Nation
Julie Thevarge	N'Quatqua Band Council	Angela Reynolds	Stellat'en First Nation
Sue Ketlo	Nadleh Whut'en Band	Gwen Point	Stó:lō Nation
Barbara Barltrop	Nanoose First Nation	Isabel Reid	Tahltan Band Council
Julia F. Morris.....	Nee Tahi Buhn Indian Band	Sandra M. Jack	Taku River Tlingit First Nation
Tammy Thomas	Neskonlith Indian Band	vacant	Tl'azt'en Nation
Deanna Nyce	Nisga'a Lisims Government	Grant Alphonse	Tl'tetinqox-t'in Government Office
Ken Watts	Nuu-chah-nulth Tribal Council	Emily Aikten	Tlowitsis Tribe
Peter Tallio	Nuxalk Nation	Leanne Gravelle	Tobacco Plains Indian Band
Diane Louis	Okanagan Indian Band	vacant	Ts'kw'aylaxw First Nation
Ron Brown	Old Massett Village Council	Ed Jensen	Tk'emlups te Secwepemc
Theresa Dennis	Osooyos Indian Band	William Morris	Tsartlip First Nation
Ragina Sam	Penelakut Tribe	Christian Gonzalez Becerra.....	Tsay Keh Dene Band
Rob Cahill	Quatsino First Nation	Wendy Gallic	Tseshaht First Nation
Curtis Olsen.....	Saanich Indian School Board	Vern Jacks Jr.....	Tseycum First Nation
Faith Thomas	Saik'uz First Nation	Melanie Williams	Tzeachten First Nation
Cliff Casper	Seton Lake Indian Band	Sharon Lindley	Upper Nicola Band
A. Percy Joe	Shackan Indian Band	Nicole Ogen	Wet'suwet'en First Nation
Angie Chapman	Skawahlook First Nation	Cindy Inrig	We Wai Kai Nation
Terry Deneault	Skeetchestn Indian Band	Heather McKenzie	Williams Lake Indian Band
Marcia Piercy	Skidegate Band Council	Thelma Wenman	Yakwekwioose First Nation
Adele Gooding	Skin Tyee First Nation	Bianca Michell	Yekooche First Nation
Leslie Williams	Skwah First Nation		

KEY ACCOMPLISHMENTS

CREATING SYSTEMIC CHANGES FOR FIRST NATIONS STUDENTS IN THE BC PUBLIC EDUCATION SYSTEM

For the two past decades, FNEESC and First Nations in BC have worked collectively and with a variety of partners to increase the success of First Nations learners in BC. Those efforts have contributed to the following key accomplishments, among many others.

In all of the activities undertaken, First Nations have continually promoted a focus on First Nations languages, cultures, and realities, recognizing the value of supporting First Nations students in maintaining a positive sense of self-identity, the need for a greater understanding of First Nations concerns and realities by all learners in BC, and the important role of education in retaining and transmitting First Nations languages and cultures.

- In 1998, FNEESC and the FNSA helped to found the BC Aboriginal Education Partners Group, which brings together a range of education organizations and government agencies relevant to the K-12 education system with the goal of improving the success of Aboriginal students in BC. The Partners meet quarterly and have set out goals and a work plan for improving student outcomes.
- FNEESC, the FNSA and the BC Ministry of Education worked in partnership to create and promote the use of new provincial curricula for English First Peoples 10, 11, and 12, and to compile information about authentic First Peoples texts to support elementary school teachers. There is also a joint commitment to create additional resources that will help to better inform all students about First Nations issues and realities.
- Cooperative efforts between FNEESC and the BC Ministry of Education have resulted in a Superintendent of Aboriginal Achievement position within the public education system. The Superintendent of Aboriginal Achievement works with a range of education partners, including FNEESC, to advance improvements in Aboriginal student achievement rates in BC.



Git'ksan Wet'suwet'en Region

- FNEESC actively participates on a number of key Ministry of Education working groups (such as curriculum, graduation, etc.) that are influencing evolving changes to the BC public education system.
- In 2010, FNEESC and the FNSA worked with the BC College of Teachers (now the BC Teacher Regulation Branch) to promote the new requirement that all applicants for certification as a teacher in BC must have received specialized training in Aboriginal education in order to be granted a certificate.
- After successfully highlighting the need for adequate representation of First Nations in all components of the BC education system, in 2011 FNEESC was included on the new BC Teachers Council – the agency responsible for teacher certification and regulation in BC.
- Due in part to FNEESC's advocacy, the Ministry of Education annually publishes data to monitor the achievement of Aboriginal students in BC – shared each year through the Ministry's *How Are We Doing?* Report. The annual data shows that the six-year completion rate for Aboriginal students has grown to 60 percent.
- FNEESC has promoted a wider commitment to quality Local Education Agreements focused on improving student success, and has worked to raise awareness about how well-constructed LEAs can help to improve working relationships between the parties and establish meaningful joint strategies to improve First Nations student achievement. The work has also been undertaken within broader discussions with the Province of BC regarding how the Ministry of Education's accountability framework can most meaningfully contribute to the shared objective of improved student outcomes.
- FNEESC helped to establish the BC Aboriginal Post-Secondary Education and Training Partners Group, which unites key stakeholders to improve levels of participation and success of Aboriginal learners in post-secondary education and training in BC.
- FNEESC, along with the Indigenous Adult and Higher Learning Association, was integrally involved in the development of the BC Ministry of Advanced Education's Aboriginal Post-Secondary Education and Training Policy Framework and Action Plan, 2020 Vision for the Future.

KEY ACCOMPLISHMENTS

CREATING A BC FIRST NATIONS SCHOOLS SYSTEM

Based upon the principles of First Nations control of First Nations education, and reflecting a commitment to providing their students locally-based, relevant, and high quality educational opportunities, First Nations have created their own schools, which are located within and operated by First Nations communities.

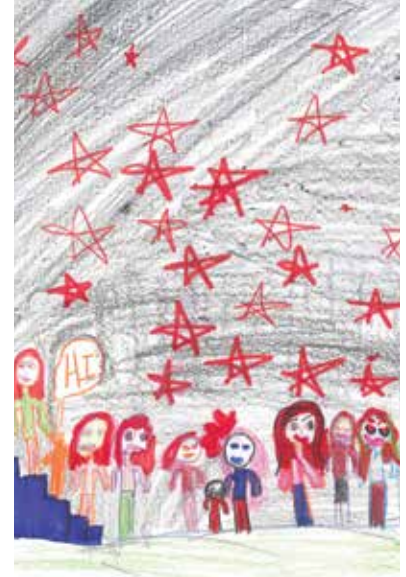
Today, there are approximately 130 First Nations controlled schools in BC, all of which are committed to providing quality instruction, sound academic programs, as well as supportive environments for children. The schools are founded upon First Nations cultures and languages, and they strive to reflect the values and traditions of the communities they serve.

In order to support those schools in a meaningful way, First Nations in BC have established the foundation for a BC First Nations School System that ...

- reflects the unique visions, circumstances, and needs of First Nations communities, schools, and students; and
- involves relevant partnerships and complements the BC public education system, recognizing the importance of seamless transitions for students between First Nations schools and mainstream K-12 education settings, higher learning opportunities, and the world of work.

Overall, First Nations are working toward the implementation of effective programming at the classroom, school, and provincial level, supported by mechanisms for collective support and thorough monitoring.





The BC First Nations School System in Brief

An emphasis on First Nations language and culture learning, as well as a focus on accountability and monitoring, are integrated, as appropriate, into all of the activities described below.

- Promoting Instructional Leadership and an Infrastructure for Teacher Support:** Recognizing the importance of effective teachers and principals, the FNSA Professional Growth Process (PGP) promotes effective supervision for learning, which facilitates plans for supporting and monitoring principals' and teachers' professional growth.
- Facilitating Effective School Planning:** The collectively managed, community-based First Nations Schools Assessment and Certification Process leads to school plans for maintaining successful programs and addressing areas for improvement over a 5 year cycle. That process also provides the basis for the landmark reciprocal tuition agreement with the Province of BC, through which the BC Ministry of Education provides full per-pupil funding for school-age students living off-reserve who are enrolled in First Nations schools, and for eligible non-status students living on reserve lands. The FNSA works closely with BC in sharing information about this opportunity, including through the provision of a Handbook that is updated annually.
- Providing Professional Development Support:** A broad range of professional development events for principals and teachers are designed specifically to reflect the realities of First Nations schools. For example, the FNSA is promoting the Professional Learning Communities (PLC) approach, and a comprehensive in-school coaching initiative is organized to address issues such as literacy, language and culture, lesson delivery, and student assessment.
- Supporting Capacity Building for School Boards:** In order to encourage effective educational decision-making, a coaching initiative is being implemented that is based upon a *Capacity Building Handbook: Leading First Nations Schools in BC*.
- Promoting Evidence-Based Decision Making:** A variety of efforts are in place to promote the effective use of standardized student assessment tools to inform programming. Further, for over a decade a School Measures Project facilitated the annual collection and sharing of relevant data. That effort evolved into the Data Records and User Management System (DRUMS) – a system for managing student information at the school level and for analyzing and reporting aggregate data at the provincial level. First Nations schools also collect and report annually on specific performance indicators to inform practice and to fulfill their accountability to their parents and communities.
- Addressing the Needs of Students With Special Needs:** FNEsc and the FNSA take an integrated, intervention-based approach to assist schools in effectively supporting all of their learners, regardless of their needs.
- Promoting Partnerships for the Benefits of Schools:** Ongoing collaboration with the BC Ministry of Education has resulted in an exciting new opportunity for First Nations schools in BC – the option of having their students write provincial exams. This opportunity is seen as an important recognition of the important work being done by First Nations schools in BC.
- Additional Information Sharing:** In addition to the activities described above, a range of information and materials related to numerous other key issues are regularly developed and shared.

KEY FIRST NATIONS EDUCATION AGREEMENTS IN BC

Tripartite Education Framework Agreement

In December 2010, the Minister of Aboriginal Affairs and Northern Development Canada (AANDC) announced that new financial resources would be provided for First Nations education in BC. This announcement highlighted the capacity demonstrated by First Nations in the BC Region to deliver collective educational support services and to establish strong partnerships with a range of stakeholders, meaning that First Nations in BC were seen to be prepared for the advancement of a respectful and effective tripartite arrangement.

After extensive negotiations, FNEC, the Government of Canada, and the Province of BC signed a Tripartite Education Framework Agreement (TEFA) in January 2012. This new agreement provides the foundation for an innovative arrangement that provides funding to First Nations schools that is more flexible and based upon

the Operating Grants Manual of the BC Ministry of Education, with specific adaptations. The agreement also provides more comprehensive and flexible funding for the provision of core and second level services for First Nations education, building upon and supporting the research-based and unique First Nations school system that has been created in this province.

FNEC and the FNSA are now working with First Nations representatives to deliver TEFA-related core and second level services. Those services represent a continuation of the programming that has been developed by First Nations schools throughout the past two decades, and all programs will continue to evolve in collaboration with First Nations schools as the TEFA implementation proceeds. Through TEFA, FNEC also continues to strengthen its partnership with the Province of BC to improve programs and services for students attending BC public schools.



Eliza Archie Memorial School



First Nations Education Jurisdiction Agreements

Canada, BC and FNEC signed a package of First Nations education jurisdiction agreements on July 5, 2006, which was soon followed by the passage of enabling legislation by Canada (2006) and BC (2007). Since that time, FNEC has been supporting First Nations' efforts to build capacity and advance the implementation of those agreements. In particular, considerable progress has been made in terms of enhancing community governance structures and promoting community awareness of key education matters.

In addition, the jurisdiction agreement reached with the provincial government has resulted in significant benefits for First Nations in BC. For example, reflecting a commitment made in the jurisdiction negotiations, in November 2009 the Province of BC and FNEC reached a new Reciprocal Tuition Agreement. Under that landmark and unique Agreement, the Ministry provides full per-pupil funding for students living off-reserve who are enrolled in First Nations

schools, and for eligible non-status students living on reserve lands. Additionally, the Province and FNEC have worked together in a positive way to extend provincial cost-effective, bulk purchasing opportunities to First Nations schools, and FNEC has been increasingly involved in the Ministry of Education's consultations and policy development efforts.

Unfortunately, progress in implementing the education jurisdiction agreements has been hindered by an inability to finalize the financial component of the arrangement. Therefore, negotiations of this important issue continue, and in June 2013 all parties signed a five year extension of the agreements to allow more time to mutually determine the funding to be provided for jurisdiction.

FNEC and the Negotiating First Nations will persist in exploring all opportunities for advancing the jurisdiction agreements in a meaningful way.



N'kwala Elem/Sec Band School



Seabird Island Community School

WORKING WITH FIRST NATIONS COMMUNITIES & SCHOOLS

BC First Nations Leadership

First and foremost, FNEC and the FNSA continually seek advice and direction from First Nations leadership in BC regarding all significant issues effecting First Nations education. Specifically, FNEC and the FNSA appreciate the ongoing support shown by the Union of BC Indian Chiefs, the First Nations Summit, and the BC Assembly of First Nations.

The FNEC Regional Sessions

Every year, FNEC reports to First Nations communities and schools at community workshops known as Regional Sessions. These sessions also involve the FNSA and Indigenous Adult and Higher Learning Association (IAHLA), as well as federal and provincial government representatives. The Regional Sessions represent an important part of FNEC's efforts to discuss emerging issues and gain input from First Nations community and school representatives to inform ongoing work. First Nations representatives, public system employees, interested parents and students, and other education partners are all welcome to attend the sessions.

Regional Session Location and Date	Number of Participants
Nanaimo, January 13-14, 2014	30
Kamloops, January 20-21, 2014	42
Williams Lake, January 23-24, 2014	20
Prince George, January 27-28, 2014	39
Vancouver, January 30-31, 2014	38
Smithers, February 3-4, 2014	12
Prince Rupert, February 13-14, 2014	31
Cranbrook, March 4-5, 2014	11
Kelowna, March 10-11, 2014	10
TOTAL	233

The FNEC Annual Aboriginal Education Conference

Each year, FNEC organizes a province-wide conference that brings together educators and education administrators to promote networking and to share effective practices in Aboriginal education. The 19th Annual Provincial Conference on Aboriginal Education took place in December 2013 in Vancouver, BC and involved 790 participants.

The conference theme for 2013, *Story as History*, provided an opportunity to explore the power and educational value of the stories and histories of Aboriginal people. The event featured keynote speakers Joseph Boyden, award-winning author of *The Orenda*, *Three Day Road*, and *Through Black Spruce*, and Grand Chief Stewart Phillip, President of the Union of BC Indian Chiefs.

The FNSA 2013 Conference and Annual General Meeting

The FNSA held its 17th Annual Conference and Annual General Meeting on April 19 and 20, 2013. The event, which was focused on *Shaping Our Future: A Community of Learners*, featured keynote speaker Dr. Martin Brokenleg, co-founder of the Circle of Courage model, Dean of the Circle of Courage Institute, and Vice-President of Reclaiming Youth International. A second keynote address was delivered by Wayne Hulley, who has been at the forefront of effective schools research in Canada for over 30 years. The conference also included workshops for educators and education administrators on topics ranging from student safety, speech and language programming, tracking student progress, math programs, problem solving with young children, and literacy programs and learning.

Number of participants at the 2013 FNSA Annual General Meeting and Conference	358*
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* 71 Authorized Representatives and 287 other participants



Other Information Sharing, Consultation, and Research Efforts

In addition to all of the major events described above, FNEC and the FNSA regularly organize information sharing sessions as relevant issues arise.

For example, in October 2013 and May 2014, FNEC hosted two sessions that each involved over 200 First Nations representatives coming together to discuss the federal government's proposed new national legislation on First Nations education. FNEC and the FNSA also worked to keep First Nations up-to-date regarding this key First Nations education development, and to promote a collective First Nations voice in response to Canada's evolving legislative proposals.

Additional events that were focused on specific First Nations education topics are described throughout the remainder of this report.

Further, FNEC and the FNSA maintain websites and provide regular communication updates in order to share information and ensure that representatives of First Nations communities and schools are informed of relevant and evolving educational issues. In particular, a TEFA e-Bulletin was created to update schools and communities about emerging TEFA-related topics. The organizations also implement media strategies as appropriate to promote more widespread awareness of the educational needs of First Nations.



Cataline Elementary



Kumsheen Secondary School

JOINING TOGETHER; UNITING OUR EFFORTS

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 ten-member Board of Directors. IAHLA contracts administrative services from FNEESC, and the two organizations often cooperate on post-secondary matters.

IAHLA is directed by 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 and adult secondary education leading to the Adult Dogwood Diploma; language instruction; occupation-specific training and upgrading; and life-long learning activities.

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

IAHLA supported a number of projects related to educational quality assurance, annual data collection processes, and extensive research regarding changes to the Indian Studies Support Program and its replacement with the Post-Secondary Partnerships Program.

More information is available through IAHLA's own Annual Report, and at www.iahla.ca.

First Nations Early Childhood Development Council

The First Nations Early Childhood Development Council (FNECDC) was created in 2007, when stakeholders began discussing the need for a provincial BC First Nations early childhood agenda and action plan aimed at improving the well-being of First Nations children from prenatal to six years. On March 24, 2010, representatives from over 40 organizations, including FNEESC and the FNSA, signed a Memorandum of Understanding to work together to improve Early Childhood Development (ECD) programs and services. Since then, the Council has been endorsed by BC First Nations Leadership and has



Chalo School



Kinnikinnick Elementary School.



grown to include more than 60 members who come together regularly to collaborate on an evolving agenda and action plan.

To facilitate a province-wide discussion of important issues, the FNECDC has developed the First Nations ECD Framework, which outlines proposed strategies and approaches to advance access to quality and culturally relevant ECD services for First Nations children, parents, and communities.

The FNECDCs key documents, including its Annual Report, are included on the FNECDC web site at www.fnecdc.ca.

Policy and Program Discussions with Government

On a regular basis, FNEESC and the FNSA participate in policy development discussions with the Province of BC and Canada. Those discussions are intended to lead to meaningful changes in provincial and federal initiatives that effect First Nations education, such as information sharing protocols with the BC Teacher Regulation Branch to support First

Nations schools' employment practices, and the creation of the provincial Superintendent of Aboriginal Achievement position in 2012.

In the past year, FNEESC has been invited to join a number of Ministry of Education committees that are working towards the advancement of the new BC Education Plan. Specifically, FNEESC is a part of the Ministry's Curriculum Oversight, Assessment, Competencies, and Graduation Prototype Committees. Additionally, FNEESC belongs to a Ministry organized Safe Schools Committee that met with the Minister, a Healthy Schools Committee, a Racism Committee, and an Emergency Planning and Preparedness Committee. FNEESC also was a part of a Healthy Schools Committee led by the First Nations Health Authority.

FNEESC welcomes the opportunity to contribute to all important discussions of education issues.

2013/2014 Number of Policy Meetings	Over 50
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Kitasoo Community School



Penelakut Island Elementary School



Stzuminus Education

Aboriginal K-12 Education Partners

In 1994, FNEC began 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. Those discussions provided opportunities for FNEC to have valuable input on policy and legislative changes that could affect First Nations education.

Growing from those discussions, in 1998 the Tripartite Education Committee founded the BC Aboriginal Education Partners Group, which grew to include some of the most significant stakeholders in the BC education system, including FNEC, the FNSA, AANDC, the BC Ministry of Education, the BC Teachers' Federation, the BC Teacher Regulation Branch, the BC School Trustees Association, the BC Superintendents Association, the BC Confederation of Parents Advisory Councils, 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 their partnership.

The Partners are working together to achieve the following goals.

1. Increase collaboration among the partners
2. Increase the number of qualified Aboriginal educators
3. Increase understanding and respect for First Peoples' knowledge, cultures and histories
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. FNEC and the FNSA also continue to work with individual Education Partner organizations on specific initiatives.

BC Aboriginal Post-Secondary Education and Training Partners Group

In March 2005, several stakeholders in Aboriginal post-secondary education (PSE) agreed to work together to improve access and success for all Aboriginal post-secondary students in BC, formalizing their commitment in a Memorandum of Understanding (MoU). 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 Aboriginal PSE and Training MoU include FNEESC, IAHLA, the First Nations Summit, Métis Provincial Council of BC, United Native Nations Society, Aboriginal Affairs and Northern Development Canada, 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 BC Ministry of Aboriginal Relations and Reconciliation, and the BC Ministry of Education Learning Division, Aboriginal Education.

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 Group and through the work of the member organizations.

Joint Partner Group Meetings

In an exciting new development, the BC Aboriginal Education Partners Group and the Aboriginal PSE and Training Partners have begun to meet to discuss issues of common concern. In the past year, the Joint Group met twice, identifying and discussing critical issues requiring collective attention, including First Nations education funding and transitions for students from secondary to post-secondary opportunities.

Memoranda of Understanding

Overall, FNEESC and the FNSA have established important formal relationships with the following organizations, among many others.

- The First Peoples' Cultural Council (formerly the First Peoples Heritage, Language and Culture Council)
- The First Nations Health Authority (formerly the First Nations Health Society)
- The Association of BC Deans of Education
- The Representative for Children and Youth
- The First Nations Technology Council
- The BC K-12 Aboriginal Education Partners Group
- The BC Aboriginal Post-Secondary Education and Training Partners



Morris Williams Primary School

PROGRAMS AND SERVICES TO SUPPORT FIRST NATIONS SCHOOLS

Tripartite Education Framework Agreement (TEFA) Implementation

TEFA, as described above, represents an important platform for core and second level service delivery and collective support for First Nations education, and TEFA funding is used to sponsor a number of key collective programs and services intended to help schools build their capacity and ensure high levels of learning for all students.

Those services are based upon an established framework of standards and models developed by and for First Nations schools in BC. This includes standards for:

- Teachers in BC First Nations Schools (complete and approved);
- Principals in BC First Nations Schools (complete and approved);
- First Nations School Governing Agencies (in draft and being shared for input);
- First Nations Schools Curriculum (in development); and
- A First Nations Graduation Certificate (in draft and being shared for input).

Building upon the foundation that has been established by First Nations schools working together for almost two decades, the following activities were implemented in 2013/2014.

THE FNSA PROFESSIONAL GROWTH PROCESS (PGP)

The FNSA Professional Growth Process (PGP) is intended to ensure appropriate and consistent supervision for learning in First Nations schools in BC. The PGP emphasizes a thorough, supportive process for identifying priorities for improvement and monitoring principals' and teachers' effectiveness and demonstrated progress.

In the PGP, FNSA Regional Principals and school-based principals collaboratively reflect upon and strengthen the principals' practice in relationship to the Standards for Principals in First Nations Schools. A Regional Principal assists school leaders in identifying opportunities

to advance his or her skills in relevant areas. The Regional Principal, as necessary, acts as a role model for instructional leadership, sharing supervisory tools and techniques, demonstrating specific skills, mentoring principals, recommending professional readings, and helping to facilitate networking and professional development opportunities appropriate for each principal's unique needs.

The PGP has quickly become one of the most successful of the FNSA's support initiatives. Beginning only 6 years ago as a pilot project in 8 schools, last year 55 schools were involved in the process and additional schools have expressed interest in future participation.

Further, a survey used to evaluate the PGP implementation last year showed that participating principals strongly perceive the process as having a positive impact on First Nations schools.

- All of the responding principals (34) found the support provided by the PGP staff to be very supportive (29 responses) or supportive (5 responses).
- 33 of the 34 respondents indicated that their ability to undertake their role greatly (15) or somewhat improved (18) as a result of the PGP. (One principal was neutral).
- 30 of the 34 responding principals indicated that their teachers have shown significant (12) or some (18) improvement as a result of the PGP. The other 4 principals were neutral about this question.

A small selection of comments from the survey respondents are included below.



Chalo School

“To continue this process is invaluable for all of our schools. It provided me with the latest and most up-to-date research and information to use.”

“The FNSA representatives have made a tremendous, positive impact upon our educational community. Their on-site interventions with our teachers and their well thought out suggestions have been extremely valuable. Our students have really benefitted from the input resulting from the FNSA reps being in the school. They give direct, meaningful and relevant feedback.”

“This project is well established and has many strengths that are beneficial for all the work done in schools. It is essential to have professional support from outside our schools to ensure we are functioning 100 percent for the staff and students, so we are promoting quality education and healthy work environments.”

Efforts to expand the PGP, while also reducing staff travel time and costs, continue to be explored, including video and teleconferencing strategies.

2013/2014 KEY ACTIVITIES

Number of schools involved in the PGP process	55
Number of school visits by FNEESC PGP staff	399
Number of telephone calls and emails to support PGP participants	8,260

* 55 schools were formal participants in the PGP process in 2013/2014, but the Regional Principals visited a total of 84 different schools. This data discrepancy exists because Regional Principals occasionally briefly visit schools that are located in close proximity to participating schools to offer one-time, immediate support and/or to fully explain the PGP to schools that have expressed an interest in future participation. The 55 participating schools were provided support in an ongoing manner.

FIRST NATIONS SCHOOLS ASSESSMENT AND CERTIFICATION PROCESS

Critical among the responsibilities of each school's leadership is knowing what the community and families expect for students, establishing and maintaining a clear purpose for the school, and ensuring that the school's goals are met. School leaders must set the direction for the school's future, involving careful, thoughtful and inclusive planning, as well as attention to processes to continually evaluate the progress being made.

In order to help meet those responsibilities, First Nations schools in BC have created a collectively managed, community-based First Nations Schools Assessment and Certification Process. That process involves a review of school programming in order to develop a School Growth Plan, which outlines activities for maintaining successful programs and addressing areas for improvement. Participating schools ultimately are visited by an FNSA-appointed External Review Team that offers feedback on the assessment findings and Growth Plan. Interested schools also may request that they be “certified” by the FNSA, requiring that the schools meet a set of standards that were established collectively by First Nations schools in BC. This certification then provides the foundation for accessing the Reciprocal Tuition funding provided by the BC Ministry of Education, which is described in a Handbook developed by the FNSA. and FNEESC.

All eligible First Nations schools in BC have participated in the School Assessment project at least once, and overwhelmingly they have indicated that the process helped them to identify strengths and challenges, plan for growth, and maintain accountability. The FNSA is advancing plans to include annual reporting to parents on TEFA performance indicators as a component of the assessment process.

In addition, FNEC and the FNSA support schools that complete the School Assessment Process by providing them a School Growth Plan Grant in the year following the completion of that assessment, to allow them to implement activities that are directly identified in their Plans. A team of coaches hired and trained by the FNSA assists the schools in ensuring that the Growth Plan Grants are used as effectively as possible.

In an effort to ensure that the School Assessment and Certification Process remains relevant and useful, schools that participated are asked to complete a survey to report on their experiences. The schools that responded last year shared the following feedback.

- All of the responding schools (9) found that undertaking an internal review of school programs was beneficial (4) or very beneficial (5), and that the collection of feedback from students and parents was beneficial (5) or very beneficial (4).
- Eight of the nine responding schools found the visit from the external review team to be beneficial (4) or very beneficial (4).
- Overall, 2 of the 9 respondents indicated that the project was somewhat helpful with school planning, and the remaining 7 indicated that the project greatly helped.
- All of the responding schools reported that the school refers to the School Growth Plan often, and the schools reported that they are making some (6) or significant (3) progress in implementing their Growth Plans.
- The schools indicated that the Growth Plan has provided opportunities to improve in the following areas: more effective curriculum; better assessment of students; better language and

culture programs; better policies and procedures; better student records; better assessment strategies; more effective governance structures; better home/school communications; better service to communities; and better use of human resources.

2013/2014 KEY ACTIVITIES

Number of schools that undertook an assessment	26
Number of schools that completed a school growth plan (13/14)	26
Number of schools supported in growth plan grant implementation	20
Total number of schools now Certified by the FNSA	62

PROFESSIONAL DEVELOPMENT AND COLLECTIVE CURRICULUM DEVELOPMENT: EVENTS, PROFESSIONAL LEARNING COMMUNITIES, AND ESSENTIAL LEARNING OUTCOMES

Research shows that teachers and principals matter. But research also shows that teachers and principals differ significantly in effectiveness, and the expertise of each school’s teaching staff depends to a large extent on quality professional development. In fact, teachers and principals in First Nations schools, who often work in significant isolation, have particularly noted the importance of professional development opportunities for their continued growth.

In response to this need, FNEC and the FNSA provide a broad range of professional development events for principals and teachers that are designed specifically to reflect the realities of First Nations schools, including an annual Principals Short Course, a provincial conference, and workshops on a range of topics identified by First Nations schools as priorities.

Those conventional forms of professional development are then complemented by in-school support, consistent with the growing



Yunesit'in ?Esgul

research consensus that systemic, locally relevant professional development is more effective than conventional one-time workshops alone.

For example, the FNSA and FNEC have devoted significant resources to support a comprehensive in-school coaching initiative, involving direct assistance to schools from individuals with expertise in literacy development, language and culture programming, and the effective use of student assessments. The effort is consistent with widespread evidence that schools are increasingly looking to coaching and other relationship-based professional development strategies to improve the skills and performance of teachers and school leaders, and that such interventions lead to schools that are more happily and productively engaged in the work of student learning.

2013/2014 KEY ACTIVITIES *	
Number of participants in Principal Short Course	58
Number of school visits made by literacy coaches	134
Total number of schools that were visited by literacy coaches	43
Number of school visits made by school assessment coaches	72
Total number of schools that were visited by school assessment coaches	44
Total phone calls and emails by assessment coaches to support schools	1,252

In addition, the FNSA is currently promoting the integration of the Professional Learning Community (PLC) approach into First Nations schools in BC. The PLC model flows from the assumption that the core mission of formal education is not simply to ensure that students are taught, but to ensure that they learn. This simple shift — from a focus on teaching to a focus on learning — has profound implications for schools.

Generally, the PLC process involves organizing educators into collaborative teams, which meet regularly to consider important questions such as: What school characteristics and practices have been most successful in helping all students achieve at high levels? How could we adopt those characteristics and practices in our own schools? What commitments would we have to make to create such schools? What indicators could we monitor to assess our progress?

The FNSA is embracing the PLC model in a comprehensive way, supporting schools in establishing PLCs within their own settings, and also organizing provincial level PLCs for principals and for grade level groups of teachers.

The principals involved in the FNSA's PLC effort are working together to consider the role of the principal in achieving change, including deconstructing the FNSA Standards for Principals in First Nations Schools. These efforts are intended to help principals make the standards come alive and ensure that they are being operationalized for the benefit of other staff, students, and families. In a survey of participating principals, 31 of the 34 respondents indicated that the professional development provided through the PLC initiative was relevant (the three remaining respondents were neutral). Some of the comments shared by the participating principals are:

Not only did this process improve the instruction in our school, my OWN instruction has improved greatly. Just being aware of the essential components of lesson design and delivery has strengthened our instruction school-wide.

This process has allowed me the time to focus on myself professionally as a leader in the school and also to support my staff through my growth and development. It has forced me to take the time to recognize the areas that need support and draw on the



Kwadacha Dune Ty Centre



research and knowledge provided through the process to improve instruction in the building. We are excited to have been a part of this process and it has probably been the single most important professional development that I have ever done.

The PLC grade level groups of teachers are collaboratively creating a set of essential learning outcomes, which are then resulting in collectively developed instructional strategies and assessment tools to outline what each student should learn, how that should be taught, how to know when students are learning what is intended, and what to do if students are experiencing difficulty learning the essential learning outcomes that are identified. This work represents a significant component of First Nations schools' efforts to use data in a meaningful way to guide their practice and programming. The grade group teachers meet every three weeks, using face-to-face meetings twice each year, complemented by teleconferences and webinars to reduce costs and travel burdens. The meetings focus on developing kindergarten 4 to grade five ELOs, as well as First Nations Language ELOs.

In a survey of participating teachers:

- 38 of the 39 responding teachers reported that the PLC initiative was relevant;
- all of the respondents found the experience to be either very useful (27) or somewhat useful (12); and
- 38 of the 39 responding teachers indicated that the PLC experience has helped them to greatly improve (25) or somewhat (13) improve their practice (one teacher was neutral about this question).

Some of the comments shared include the following.

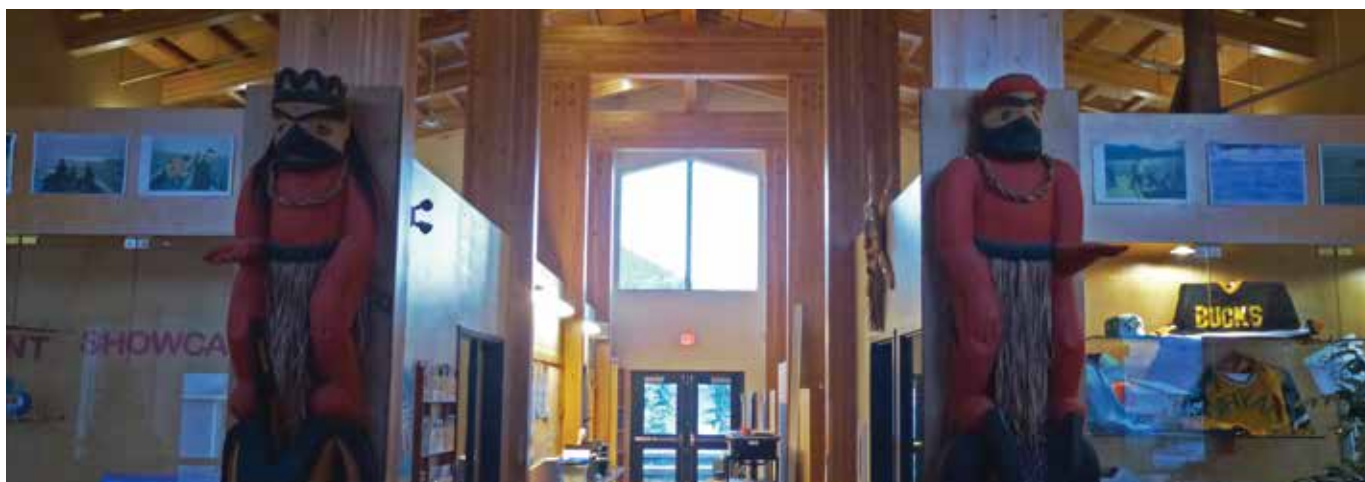
I am a more focused, time efficient, determined teacher because of the PLC experience. It has also changed our school, as the teachers talk to each other differently as a result of a few of us being in this experience. We are more direct, constructively critical and open for discussion about our practice.

When I was asked to join the PLC group it was made clear to me that time and commitment were expected. I agreed willingly. This group continues to inspire and encourage me to do the best that I can to encourage, support, and assist the young children who are in the school program. What we are all working toward is for each child to move from grade to grade feeling confident and being successful.

Overall, the FNSA supports this initiative through ongoing gatherings of teachers from schools that are using the model, in order to facilitate a sharing of experiences and provide relevant information about PLCs and related instructional strategies. In addition, the FNSA uses webinars and in-school support through the PGP and Coaching to promote the PLC efforts.

2013/2014 KEY ACTIVITIES *

Number of schools involved in the PLC initiative	72
Number of participants in PLC meetings / training sessions	282
Number of in-person PLC/ELO workshops organized	6
Number of ELO group conference call meetings	330



CAPACITY BUILDING FOR FIRST NATIONS SCHOOL GOVERNING AGENCIES

The critical role of school governing agencies in promoting school success is well recognized, and is widely cited as an important issue for attention. Accordingly, the FNSA is working to provide school governing agencies with information to support effective educational decision-making. The support being provided primarily includes community-based coaching, which is based upon a comprehensive *Capacity Building Handbook: Leading First Nations Schools in BC*. Most of the workshops offered by the Capacity Building Coach have focused on clarifying the appropriate roles and responsibilities of a school authority, as well as prioritizing actions for enhancing school success.

2013/2014 KEY ACTIVITIES

Number of visits by the Capacity Building Coach	18
Number of participants in coaching workshops	136

PROMOTING EVIDENCE-BASED DECISION MAKING

Today, there is a growing recognition of the need to use data to inform decision-making and provide clear evidence of what is happening in schools, including monitoring instructional and program effectiveness, meeting school planning needs, and maintaining accountability to parents, communities, and funding agencies. Research has consistently highlighted the range of benefits that can result from thoughtful efforts to measure educational success. Data can help educators decide what actions to take to improve instruction, change practice, or reform schools. Data also provides quantifiable

substance for meaningful, ongoing dialogue with the community. The FNSA and FNEC therefore are pro-actively supporting schools in thoughtfully using student assessment data and other clear sources of evidence for the purpose of program and achievement monitoring, informed decision-making, and identifying needed instructional improvements.

As described above, the FNSA and FNEC organize in-school coaching for school staff, including direct mentoring and assistance with the implementation of student assessments, as well as coaching on how to effectively review and analyze student results in order to inform instructional choices.

On a very practical level, in the past the FNSA also has organized a number of in-service and training workshops and has provided financial assistance for the purchase of recommended standardized student assessment tools – the Ages and Stages Questionnaire (ASQ), Dynamic Indicator of Basic Early Literacy Skills (DIBELS), and Canadian Achievement Test 4 (CAT4). TEFA funding continues to be used to support collective scoring of CAT4 results.

Reflecting the efforts being made in this area, 69 of the 72 schools that could be using DIBELS are doing so (i.e. of the schools that offer relevant grade levels K5 – 6). 62 schools are now using CAT4.

2013/2014 KEY ACTIVITIES

Number of schools supported with CAT4 Scoring	62
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DATA RECORDS AND USER MANAGEMENT SYSTEM (DRUMS)

Since 2010, FNEC and the FNSA have been developing the Data Records and User Management System (DRUMS) – an integrated infrastructure for managing student information at the school level and for analyzing and reporting aggregate data at the provincial level. DRUMS was designed by First Nations schools in order to meet individual school needs, to inform programming at the local and collective levels, and support reporting to communities and parents. Throughout the past year, ongoing training was provided for the schools that continue to take advantage of this important system. Reflecting the ongoing support being provided for schools, DRUMS was also used by more schools in the past year for completion of reporting requirements.

2013/2014 KEY ACTIVITIES

Number of schools participating in the DRUMS initiative	81
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TECHNOLOGY SUPPORT

FNEC and the FNSA also have established a toll-free technology support line to support First Nations school staff who require assistance in the area of information and communications technology.

2013/2014 KEY ACTIVITIES

Number of phone calls/emails answered	3,192
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CONNECTED CLASSROOMS INITIATIVE

For the past four years, the FNSA has been piloting the Connected Classrooms initiative, which is designed to facilitate joint offerings of specific grade 8 through 12 courses by a number of First Nations schools. Participating schools use a combination of technologies,

including real time video conferencing, to connect and create an interactive classroom environment for students located in a collective of First Nations schools throughout BC. This project differs from other Distance Learning initiatives because the students are participating in a real time virtual classroom with an instructor qualified to teach the specific subject, complemented with in-person support from an on-site educator. This project continues to be piloted in First Nations schools using a phased-in approach.

In 2013/2014, eleven schools participated in the Connected Classrooms initiative, and collectively offered Math 10 Foundations & Pre calculus, Math 11 Precalculus, 2 sections of Science 10, Chemistry 11, and Biology 12 courses. These courses were provided to a total of 97 students. Students attributed their success in these courses to their ability to see and interact with the teacher and other students.

Results for all of the 2013/2014 Connected Classrooms courses were not available at the time of writing this Annual Report, as the students just completed their final exams at the end of June. The results from the courses completed in January 2014 showed that all 17 students from six different First Nations schools who took Science 10 passed the course.

Comments from schools involved in the program include the following.

“Best education in Academic areas I could possibly want for my kids.”

“Provides a level of content knowledge and instruction I would not be able to deliver to my students.”



Eliza Archie Memorial School



Kumsheen Secondary School

“Connected Classrooms is the missing element in my program. My program has been using on-line/distance courses for 26 years, with a 0% success rate. This year, I should have a 65-70% success rate with Connected Classrooms.”

“I think this program is invaluable.”

All of the schools that participated in the Connected Classrooms Initiative in 2013/2014 are committed to joining again in the upcoming school year, and several other schools have expressed interest in joining if space is available for new students.

2013/2014 KEY ACTIVITIES	
Number of schools participating in Connected Classrooms initiative	11
Number of students taking courses through Connected Classrooms	97
Number of schools provided with Connected Classrooms equipment	17

TEACHER RECRUITMENT AND RETENTION

Among the most widely recognized and least disputed findings of educational research is the primary role of teachers in the success of students. Numerous studies demonstrate persuasively that the potential effect of teacher quality on academic achievement is quite high. Reflecting the crucial role of teachers in raising student achievement levels and promoting overall student success, the FNSA is currently implementing a number of initiatives aimed at supporting teachers and improving instructional effectiveness. Those efforts are intended to facilitate greater teacher retention. In addition, the FNSA recognizes the importance of implementing specific, practical activities to directly address teacher recruitment and retention and support schools in implementing effective employment practices as a key priority.

Accordingly, throughout the past several years the FNSA has written an Employment Handbook for First Nations Schools, and has offered workshops on issues related to teacher recruitment and retention in the conferences and special events it has hosted for First Nations schools. In 2012/2013, the FNSA was able to

extend those opportunities through the organization of workshops developed jointly with the new partner – Make a Future. Make a Future is a recruitment initiative created by the BC Public School Employers’ Association as a joint venture among BC’s 60 public boards of education and the Ministry of Education. The workshops developed with Make a Future shared a wealth of information related to promoting job opportunities, writing effective job descriptions, successful interviews, and reference checking.

Make a Future and the FNSA are now furthering the positive relationship they have established to date by working together on additional projects. One specific activity is related to a Make A Future website. A new partnership between Make a Future and the FNSA will provide First Nations schools with access to the Make a Future services and web site, which facilitates high quality, innovative promotion of employment opportunities to a broad audience, enhancing the recruitment efforts of First Nations schools. See www.makeafuture.ca to see this new opportunity for recruitment support.

2013/2014 KEY ACTIVITIES

Number of meetings with Make a Future to design new partnership	6
Number of schools accessing Make a Future teacher recruitment activities	*

** The First Nations schools component of the Make a Future web site is now available for use, and data on the number of schools that take advantage of this opportunity will be available at the end of 2014/2-15 – the first year of full implementation.*

BULK PURCHASING OPPORTUNITIES

In 2013/2014, First Nations schools that were interested in purchasing a new school bus were once again able to take advantage of standing offer prices for various types of buses – creating an opportunity to purchase school buses at a much lower cost. This opportunity is being offered by the Ministry of Education, working with the Association of School Transportation Services of BC (ASTSBC), in the spirit of the July 2006 BC First Nation Education Jurisdiction Agreement and January 2012 TEFA. Additional opportunities for access to economies-of-scale for First Nations schools’ purchases are being explored.



2013/2014 Education Partnerships Program

For the past five years, FNEC and the FNSA have managed the federal government's Education Partnership Program (EPP) funding on behalf of First Nations in the BC Region. The activities that have been undertaken through that program, which involves a close working relationship with the BC Ministry of Education (MEd), are outlined below.

ENHANCEMENT OF LOCAL EDUCATION AGREEMENTS IN BC

Local Education Agreements (LEAs) between First Nations and School Boards describe mutually agreed upon goals aimed at supporting First Nations students attending public schools. In the agreements, First Nations and school district personnel commit themselves to a variety of strategies that both parties agree will result in greater student success. LEAs also are the mechanism through which federal funding for identified First Nations students is distributed through First Nations to school districts and Independent schools.

Many First Nations and school districts value the benefits that LEAs create, but the development and effectiveness of LEAs is inconsistent across the province. In response EPP funding was used to support a number of activities to address this situation.

In 2013/2014, FNEC organized 6 workshops focused specifically on LEAs, which involved 283 people (First Nations and public education system representatives).

"The workshop was laid out very clearly and gives us a good starting point from our draft of a couple of years ago. I am confident we can actually get a signed LEA this year!" LEA Workshop Participant

FNEC also continued to update its LEA Toolkit, which provides key information, templates, and samples to support successful agreements. Each year, important additions and revisions are made to keep the LEA Toolkit current and useful, such as integrating school-based commitments into the templates and samples included in the document. In 2013/2014, 520 copies of the LEA Toolkit were distributed to interested individuals and an additional 500 LEA Toolkits were made available on USB sticks -- a new approach intended to minimize printing requirements.

Further, in the past three years EPP funding has been used for community-specific, facilitated sessions to assist First Nations and school districts in areas of the province in which negotiations have not been proceeding well, resulting in renewed commitments to conclude agreements that reflect promising practices being implemented in other parts of the province. Specifically, last year three LEA sessions were held with First Nations that requested assistance (mediation) in developing their LEA with school districts. The facilitated sessions also identified much-needed research, which was completed and incorporated into the LEA Toolkit.

In addition, FNEC and its partners extended the LEA work through complementary activities. LEA issues were raised in a number of workshops and conferences, and at the suggestion of the FNEC Board, an LEA workshop was videotaped, professionally edited, and is now available online as a resource for First Nations and school districts.

Overall, the EPP partners believe that the LEA activities have benefited First Nations and school districts, ultimately creating stronger learning environments and higher achievement levels for First Nations learners in BC public and private schools. In particular, it is especially important to note that AANDC reported 50 LEAs in place in 2011, and 75 LEAs in place in 2012. The most recent data

shows that there were 118 signed LEAS in place as of the 2013/2014 data collection. FNEESC and its partners are committed to supporting a continuation of that trend.

2013/2014 KEY ACTIVITIES

Number of LEA workshops	6
Number of participants in LEA workshops	Over 300
Number of Toolkits printed / shared on USB sticks	1,020

2012/2013 REVIEW OF THE BC ACCOUNTABILITY FRAMEWORK

The BC Ministry of Education, FNEESC, and their other education partners have made important progress in improving educational outcomes for First Nations students in the public school system. In addition, a range of policy tools have been designed to facilitate improved outcomes for Aboriginal students in the public education system. For example, in 2002 BC legislated an accountability policy to provide for a systemic, district level approach to reporting student performance. Also known as the Accountability Framework, the policy makes school boards and district superintendents responsible for improvements in student achievement. Within this framework, accountability for student achievement is pursued within a reporting cycle consisting of three key components: District Achievement Contracts (formerly “Accountability Contracts”); District Superintendent’s Reports on Student Achievement; and School Plans. Additionally, in August 2012 the Ministry appointed its first Superintendent of Achievement for Aboriginal Education. These measures, which were long-supported by FNEESC, indicate a clear commitment to the achievement of students in BC.

FNEESC is confident that a strong Accountability Framework, within which goals for Aboriginal students are identified, measured and

regularly monitored in partnership with First Nations, is fundamental to the success of joint efforts to support Aboriginal students in the public school system. Accordingly, using 2013/2014 EPP funding, FNEESC sponsored a comprehensive review of the BC Accountability Framework. The discussion paper that resulted from this review can now be used as a basis for evidence-based discussions about Aboriginal students’ educational outcomes in public schools in relation to the Accountability Framework, and the review identified a number of recommendations that can be advanced by relevant partners for the benefit of all learners in BC. In particular, the review will be shared with all participants in the 2014 FNEESC Regional Information Sharing Sessions, to promote increased understanding of the Accountability Framework and to facilitate informed discussions at the regional and local levels, between both FNEESC and the BC Ministry of Education and between First Nations and school districts.

FNEESC also sponsored a Supporting Aboriginal Student Achievement workshop in February 2014. That workshop involved 47 people who came together to thoughtfully consider the BC Ministry of Education Accountability Framework, and how it can continue to evolve to best meet the needs of First Nations learners in BC.

REVIEW OF LABOUR MARKET – DUAL CREDIT

While First Nations in BC are fully committed to promoting increased numbers of First Nations students in University programming in BC, there is also a clear understanding of the need to assist interested students in pursuing essential skills and trades programs. For this reason, 2013/2014 EPP funding was used to sponsor an examination of the linkages between trades training, apprenticeships, career preparation efforts, and dual credit issues. A final report on the research will be used to inform ongoing discussions and efforts to develop stronger partnerships with organizations that are responsible for a range of careers and programs in BC.





Gitwinksihlkw Elementary

LINKING EARLY CHILDHOOD EDUCATION PROGRAMS FOR STUDENT TRANSITIONS

There is now significant research demonstrating that educational achievement is very directly related to Early Childhood Education (ECE) experiences, and there is conclusive evidence that high-quality education before the child's fifth birthday can yield lifetime benefits. There is substantial research showing that children who participate in high quality early learning programs are more likely to finish high school and to be employed. First Nations also generally perceive high quality early education programming as a means of reinforcing students' identities and promoting their languages and cultures.

Recognizing the importance of these issues, EPP 2013/2014 funding was used to host a "Sharing Best Practices in Friendship" meeting, which included representatives of public and First Nations ECE programs. Participants in the meeting discussed how different settings can coordinate their efforts for the benefit of children, and they drafted goals for best practices for working together across jurisdictional lines to ensure that young students are effectively supported in making a transition to kindergarten and a new educational environment. The input received at the meeting will be integrated into a best practices discussion paper prepared to meaningfully advance the issues raised.

Special Education Program

Since the 2001 announcement of the federal government's Special Education Program (SEP), First Nations schools in BC have directed the FNSA and FNEC to act as the Regional Management Organization (RMO) for AANDC's SEP funding for the BC Region. In doing so, the organizations have consistently supported all First Nations schools in this province to the fullest extent possible.

The BC SEP uses an intervention-based approach to special education delivery. This service delivery model involves a systematic process that begins in the classroom, with an extensive use of informal and formative assessment techniques for the purpose of program planning and for identifying students who might need more intensive assessments and support, and/or ultimately psycho-educational diagnoses and possibly assistance from one or more specialists. First Nations schools also have placed significant emphasis on early identification of special needs, as identifying and addressing special needs as early as possible offers the best opportunity for mitigating challenges and giving students the greatest chance of long-term success.

In addition, First Nations schools in BC have consistently directed the FNSA and FNEC to maintain a program design that emphasizes funding at the school-level for direct support for students with special needs, complemented by collective initiatives to create economies-of-scale and increase access to necessary expertise and special education materials.

Each year, all schools are provided a grant to support their special education programming. In addition, a separate portion of the BC SEP funding is allocated through a proposal process to schools with specific students with high cost low incidence special needs who cannot be served using the annual base grant. Using these funds, First Nations schools have made great progress in terms of their special education programming.

In addition, at the provincial level FNEC and the FNSA have managed collective activities to make the most effective use possible of the SEP funding. For example, for 12 years FNEC and the FNSA have coordinated a provincial-level approach to psycho-educational assessments for students referred for potential learning

and behavioural disabilities. The goal of this initiative is to conduct individual psycho-educational assessments in First Nations schools in BC in order to determine students' needs, and to work with participating schools to establish follow-up procedures, interventions, and support for students, as appropriate.

Also, FNEC and the FNSA employ individuals who regularly visit schools to provide direct support to staff and students. Special Education Coaches and contracted Speech and Language Pathologists (SLPs) regularly visit schools to support staff and parents in meeting the needs of all students in First Nations schools.

Finally, in implementing the SEP in the BC Region, FNEC and the FNSA have been able to develop positive partnerships that have extended the programming and services available in First Nations schools. For example, FNEC and the FNSA have a long-standing agreement to work collaboratively with Special Education Technology-BC (SET-BC), which has a mission to enhance student opportunities for success by providing access to curriculum through the use of appropriate educational and communication technologies. SET-BC is able to lend assistive technologies (reading, writing, and communication tools) where required to ensure students' access to educational programs, and assists in providing the necessary training for students and educators in the use of these technologies.

2013/2014 KEY ACTIVITIES	
Number of schools provided SEP grants	117
Number of schools that reported on SEP grants as of June 10, 2014	117
Number of students served through collectively managed student assessments	100
Total number of school visits made by Special Education Managers	105
Total number of school visits made by Special Education Coaches	89
Total number of schools visited by SLPs	40
Total number of students supported through FNEC-sponsored SLP services	177
Total contacts made to schools (Toll-free line and emails)	2,930
Number of students served through SET-BC partnership	45

Highlights of Other Programs and Services

INDIAN RESIDENTIAL SCHOOL RESOURCES

In 2013/2014, FNEC and FNSA created important new resources for public and First Nations schools to promote greater understanding of

the important issue of Indian Residential Schools. This undertaking involved seven workshops with nearly 300 participants in total, which were organized to gather feedback on new draft Indian Residential Schools materials.

Feedback to this initiative has been extremely positive, as shown in the following comments from the BC Social Studies Teachers' Association Conference:

"This would be extremely helpful for teachers because it is often difficult to come across useful teaching resources on this topic."

"As a teacher, having access to these resources is very important. The resources need to be accessible for students and teachers so that we have a comprehensive tool to help address such a sensitive and important topic."

"This is an ideal resource – primary documents make it real and authentic."

Many people involved in the development of the materials also reported that the development process itself represented a valuable anti-racism strategy.

The Residential Schools materials are now being used in a rigorous pilot and review process. Following completion of the pilots, the curriculum will be finalized and made freely available online.

CAREER PLANNING MATERIALS

In addition to the new Residential Schools curricula, FNEC also produced new teaching materials to support effective career planning with First Nations learners. These materials include exciting profiles of First Nations role models, which describe the various pathways to a range of career options. Once finalized, these materials will also be made widely available.

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 2013/2014, 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 news. All Club members received First Nations Parent Club certificates at the end of the school year to



Eliza Archie Memorial School

acknowledge their participation. Each Parent Club is also awarded a small grant to sponsor parent-support activities, such as small field trips to educational settings, food for meetings, or speaker honoraria.

In the past year, the Parents Club held a day-long workshop on March 13, 2014 in Richmond. Participants took part in workshops on building children's literacy and oral language skills, parent advocacy and student safety online. 48 parents participated in this new event.

2013/2014 KEY ACTIVITIES

Number of Parents Clubs in BC	77
Number of Parents Club members in BC	2,121
Parents Club Grants of \$1,500 Awarded *	34*

** 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.*

THE SEVENTH GENERATION CLUB STAY IN SCHOOL INITIATIVE

The Seventh Generation Club, established in 1997, is intended to provide an attractive opportunity for children to participate in contests and other activities that encourage them to make healthy choices, participate in sports and in community activities, and, most importantly, regularly attend and stay in school. This Club represents an important opportunity for partnership, and ongoing support from the Vancouver Canucks has been fundamental to the success of the initiative since its establishment.

2013/2014 KEY ACTIVITIES

Number of Seventh Generation Club members	7,100
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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.

The Skills Link Program supports youth participants in the following initiatives through a proposal based application process.

- The Career Promotion and Awareness Program sponsors youth in First Nations schools to explore career development and supports schools in providing career fairs and leadership projects.
- The Cooperative Work Placements Program sponsors youth in First Nations schools to participate in mentored school-based work and study opportunities.
- The Science and Technology Program sponsors activities to promote 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 sponsors work experience opportunities for out-of-school, unemployed, or under-employed First Nations youth.
- The Information Communication Technology (ICT) Work Placements sponsors information and communication technology work experience opportunities for out-of-school, unemployed, or under-employed youth.

2013/2014 KEY ACTIVITIES

Number of communities funded through SWEP	366
Number of youth supported through Career Promotion & Awareness Program	1,737
Number of students sponsored for Cooperative Work Placements	13
Number of student participants in Science and Technology Programs	1,620
Number of students sponsored through the Mentored Work Placement Program	13

FIRST NATIONS HEALTH AND SCIENCE PROMOTION INITIATIVE

In 2013/2014, financial support was provided from the First Nations Health Council (FNHC) in the amount of \$200,000 to allow for the distribution of \$5,000 grants to First Nations communities. The funding was used to support health and science-related educational and career promotion activities. Eligible activities promoted an exploration of health careers, such as field trips, visits to colleges and post-secondary institutes, science camps, and health career fairs for First Nations students. The funding grants addressed the need for programming that encourages students to discover health and science related opportunities in a positive way, in order to inspire students to consider future education and career opportunities in those fields.

2013/2014 KEY ACTIVITIES

Number of communities provided a program grant	40
Number of student participants in program activities	2,515

ARTISTS IN EDUCATION INITIATIVE

In 2012/2013, the FNSA continued its long-standing partnership with Artstarts and the BC Arts Council to support the Artist in Education initiative. Approximately \$1,500 funding grants are provided to First Nations schools on a rotating basis, allowing local BC First Nations artists to provide exciting art opportunities for students.

2013/2014 KEY ACTIVITIES

Number of schools provided an Artists in Education grant	20
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ACT NOW

The *First Nations ActNow 2013/2014: Get Healthy Stay Healthy Challenge* is a project undertaken with funding from the First Nations Health Authority. The First Nations schools involved with this project participated in classroom activities and received resources to support an emphasis on staying healthy through fitness and good nutrition. Twelve school visits allowed for direct contact with students and their teachers and support staff, with additional contact through other mechanisms. Communication about the project was supported through the FNSA website, with updates on the challenges shared through a series of ten journal entries. After each challenge, the project Coordinator prepared a report with recommendations for next steps.

2013/2014 KEY ACTIVITIES

Number of schools that participated in ActNow	32
Number of students that participated in ActNow	926



Na Aksa Gila Kyew Learning Centre

FNESC SUB-COMMITTEE ACTIVITIES

First Nations Languages Sub-Committee

Since its establishment, FNESC has actively promoted and supported a variety of First Nations language professional development opportunities, research projects, and services for First Nations and schools. These initiatives have been largely led by a First Nations Languages Sub-Committee comprised of community and partner organization representatives. Throughout FNESC's history, the Sub-Committee has been engaged in a number of initiatives, such as the following.

- The development of a First Nations Language and Culture Curriculum Framework, including regional workshops to allow for a collective review of the materials and for broader information sharing purposes.
- The creation of a First Nations Language Roundtable, to facilitate collective efforts to support First Nations in this critical area.
- Work with IAHLA to advance First Nations Language Teacher Education Programs.
- Work with IAHLA and other education partners to explore possibilities for the establishment of a First Nations Language Degree Framework.
- The promotion of Language and Culture Teacher professional development opportunities.
- The development of a joint work plan with the Association of BC Deans of Education.
- The coordination of a bi-annual Language Conference to support language teachers with relevant professional development opportunities.

Post-Secondary Sub-Committee

For many years, FNESC has benefited from an active Post-Secondary Subcommittee (PSSC) that works to advance issues related to First Nations post-secondary education (PSE) and to develop united responses to provincial and federal PSE policies and programs. The overall goal of the work done to date has been to ensure that all BC First Nations students have access to high quality post-secondary opportunities.

The PSSC is comprised of Board members who are selected based upon their experience and knowledge of First Nations PSE. The role of the PSSC is as follows.

- To participate in and contribute to discussions about PSE
- To identify areas requiring specific attention in the long and short term
- To advocate for post-secondary initiatives and services as necessary
- To seek community input to identify and prioritize post-secondary issues
- To develop unified responses to provincial and federal PSE issues

The PSSC meets regularly to discuss relevant issues, and reports to the FNESC Board regarding PSE matters. The PSSC, working with IAHLA, also publishes a quarterly e-bulletin on post-secondary, and in 2013/2014 the PSSC website was enhanced with a password protected page that provides specific resources for PSE Coordinators.



CONTRIBUTING TO ACTION PLANNING FOR PSE AND TRAINING

Throughout the past year, FNE SC continued to work with its PSE partners to advance the implementation of the *Aboriginal Post-Secondary Education and Training Policy Framework and Action Plan: 2020 Vision for the Future*. That document was released in 2012 by the Ministry of Advanced Education (AVED). The Framework and Action Plan is the result of years of close collaboration between FNE SC, IAHLA, AVED, and other partners.

The Policy Framework has the following vision:

Aboriginal learners succeed in an integrated, relevant, and effective British Columbia post-secondary education system that enhances their participation in the social, cultural and economic life of their communities, the province, and global society; and the public post-secondary education system is relevant, responsive, respectful and receptive to Aboriginal learners and communities.

This year, the first Policy Framework implementation report was created, which outlines the progress made to date, as well as areas for further work – such as a reliable baseline data report on Aboriginal PSE in BC.

Since its establishment, the PSSC has provided feedback and recommendations on all initiatives being carried out under the Policy Framework and has contributed to the establishment of priorities for implementation. FNE SC was an active member of the Steering Committee that oversaw the Ministry's limited review of the Aboriginal Service Plan (ASP) initiative, and FNE SC is a key partner in the planning and delivery of the Aboriginal Community-Based Delivery Partnerships Program (ACBDPP), which provides funding for the delivery of relevant programs in communities.

Other activities undertaken by FNE SC in the past year included:

- participating in regular bilateral meetings with AVED, including developing common definitions and data sharing protocols, and promoting the use of data for informed decision-making regarding Aboriginal PSE in BC;
- providing advice to AVED regarding an appropriate quality assurance mechanism for serving Aboriginal learners and communities;
- promoting the concerns of First Nations PSE Coordinators with relevant partners; and
- raising awareness about the issue of funding shortfalls through the PSE Partners Call to Action meeting.

PSE TRANSITIONS FORUM

In addition, on October 3, 2013 FNE SC brought together 80 participants, including students, parents, representatives of public post-secondary institutions and IAHLA institutes, Aboriginal community members, and other education partners, to share best practices and suggestions for increasing the number of Aboriginal students who transition from high school into post-secondary. While the number of Aboriginal learners enrolled in post-secondary is increasing, Aboriginal students are not transitioning at the same rate as other students, and transition rates are especially low for male Aboriginal students and children in care. The October Transitions Forum included a student panel, a community panel, and two promising practices panels. Participants were given the opportunity to provide their views and ideas in workbooks, and feedback on the event was very positive. A report on the forum has been produced, which includes an analysis of the feedback received and a review of relevant literature.



Klappan Independent Day School

SUPPORTING PSE COORDINATORS

Finally, First Nations have consistently highlighted the need for much greater support for First Nations PSE Coordinators, and in response FNEC has developed a number of resources and has sponsored important information sharing and professional development opportunities.

- Communities are now required to have local operating guidelines in place for the administration of the Post-Secondary Student Support Program (PSSSP) and University and College Entrance Program (UCEP). In order to assist communities in meeting this requirement, a *Local Operating Guidelines Toolkit* was created, which provides template guidelines, samples, and best practices.
- In October, FNEC offered a provincial workshop for PSE Coordinators. The event included an update on changes to federal and provincial post-secondary programs for First Nations students, and provided an opportunity to review and gather feedback related to the draft Local Operating Guidelines Toolkit. Feedback on the workshop was very positive.
- FNEC held five regional workshops for post-secondary education coordinators to facilitate professional development, update communities on recent developments in post-secondary, and further refine the draft Local Operating Guidelines Toolkit with collective input. The Regional Workshops were designed to enhance Education Coordinators' understanding of key policy issues, while providing a forum for them to explore ways to overcome challenges collaboratively.

- FNEC continues to operate a Post-Secondary Resource Line – a phone and email service for First Nation representatives seeking information related to PSE. Through that service, First Nations are able to ask questions about administering the PSSSP and UCEP, scholarships and awards, and other relevant issues. Most inquiries are answered on the same business day they are received.
- In the past year, the FNEC PSSC supported research related to PSE funding challenges in BC, including an analysis of AANDC's two percent funding cap in the context of the increasing demand for and rising costs of post-secondary. In addition, the PSSC gathered data to develop a clearer understanding of the challenges facing Aboriginal students transitioning from K-12 to higher learning. FNEC also concluded important research regarding professional development for PSE coordinators.

2013/2014 KEY ACTIVITIES

Number of post-secondary resource line inquiries and responses	315
Number of First Nations represented at pro-d workshops	120



CONCLUSIONS

FNESC and the FNSA are continuing to make every effort to support First Nations students, communities, and schools in a meaningful and effective way, and are striving to advance the BC First Nations Education System in a way that reflects their needs and priorities. The growth that has taken place in BC is very exciting, and FNESC and the FNSA remain optimistic that by continuing to work collectively and with our many dedicated education partners, even greater improvements in First Nations student achievement will be forthcoming.



FINANCIAL STATEMENTS

FIRST NATIONS EDUCATION STEERING COMMITTEE SOCIETY





First Nations Education Steering Committee Society

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Notes to the Financial Statements

Note: Schedules of Program Operations Available on Request

First Nations Education Steering Committee Society

March 31, 2014

Management's Responsibility for Financial Reporting

The accompanying financial statements of 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.

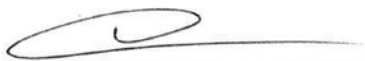
The financial statements have been prepared by management in accordance with Canadian accounting standards for not-for-profit organizations. Financial statements are not precise since they include certain amounts based on estimates and judgements. When alternative accounting methods exist, management 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.

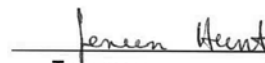
The Board is responsible for ensuring that management fulfills its responsibility for financial reporting and is ultimately responsible for reviewing and approving the financial statements.

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 First Nations Education Steering Committee Society.



President



Treasurer

Independent Auditor's Report

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

Report on the Financial Statements

We have audited the accompanying financial statements of First Nations Education Steering Committee Society, which comprise the statement of financial position as at March 31, 2014, and the statement of operations and changes in fund balances and 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 accounting standards for not-for-profit organizations, 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 in our audit is sufficient and appropriate to provide a basis for our audit opinion.

D+H Group LLP Chartered Accountants

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Opinion

In our opinion, the financial statements present fairly, in all material respects, the financial position of First Nations Education Steering Committee Society as at March 31, 2014, and the results of its operations and its cash flows for the year then ended, in accordance with Canadian accounting standards for not-for-profit organizations.

Report on Other Legal and Regulatory Requirements

As required by the Society Act (British Columbia), we report that, in our opinion, the accounting principles in the Canadian accounting standards for not-for-profit organizations have been applied on a consistent basis.

Vancouver, B.C.
July 3, 2014



Chartered Accountants

First Nations Education Steering Committee Society

Statement of Operations and Changes in Fund Balances - Operating Fund

Year ended March 31, 2014

		2014 \$	2013 \$
	Budget	Actual	Actual
Revenue			
AANDC funding	22,271,467	22,271,468	27,360,136
Province of BC funding	224,000	251,000	523,250
Administration fee recoveries	701,834	701,834	1,092,691
New Relationship Trust funding	-	-	42,084
Other funding sources	550,000	880,459	1,020,035
	<u>23,747,301</u>	<u>24,104,761</u>	<u>30,038,196</u>
Expenditures			
Direct expenditures	19,166,315	18,626,380	24,871,598
Indirect expenditures	4,167,800	3,936,715	4,175,877
Transfers to First Nations Schools Association	711,900	711,900	705,721
	<u>24,046,015</u>	<u>23,274,995</u>	<u>29,753,196</u>
Excess (deficiency) of revenue over expenditures	(298,714)	829,766	285,000
Fund balance, beginning of year	5,574,926	5,574,926	5,326,374
Recoveries of surpluses	<u>(135,484)</u>	<u>(135,484)</u>	<u>(36,448)</u>
Fund balance, end of year	5,140,728	6,269,208	5,574,926

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

Statement 2

First Nations Education Steering Committee Society

Summary Statement of Operations and Changes in Fund Balances - Operating Fund

Year ended March 31, 2014

	Schedule #	AANDC funding	Province of BC funding	Other revenue	Total revenue	Total expenditures	Excess (deficiency) for the year	Beginning fund balance (deficit)	Recoveries/transfers/re-imbursements	Ending fund balance (deficit)
										2014 \$
TEFA Core	1	4,770,701	109,000	-	4,879,701	4,648,615	231,086	843,122	(36,553)	1,037,655
Skills Link Programs	2	2,958,606	-	-	2,958,606	2,952,643	5,963	-	-	5,963
First Nations Language Teacher Education Program	3	-	-	-	-	167,625	(167,625)	263,648	-	96,023
Annual Education Conference	4	-	15,000	302,137	317,137	263,374	53,763	102,591	-	156,354
Seventh Generation	5	-	-	14,724	14,724	65,060	(50,336)	61,153	-	10,817
Indian Studies Support Program	6	-	-	-	-	-	-	-	-	-
Aboriginal Language - EPP	7	-	-	34,862	34,862	19,358	15,504	70,268	(34,635)	51,137
Special Projects	8	-	-	276,214	276,214	-	276,214	3,232,927	-	3,509,141
Local Education Agreement - EPP	9	186,560	-	-	186,560	164,668	21,892	7,063	(7,063)	21,892
Post-Secondary Support to Communities	10	115,000	-	-	115,000	115,554	(554)	7,719	(7,719)	(554)
School Assessment	11	1,287,000	-	-	1,287,000	1,288,370	(1,370)	77,486	(13,556)	62,560
Indigenous Adult Higher Learning Association	12	-	-	-	-	78,012	(78,012)	319,749	(10,600)	231,137
ECD and Transitions - EPP	13	68,900	-	-	68,900	38,018	30,882	-	-	30,882
New Approach/Triplicate Agreement	14	225,000	-	-	225,000	229,087	(4,087)	19,438	(19,438)	(4,087)
Jurisdiction Project	15	-	-	-	-	-	-	365,745	-	365,745
Teacher Recruitment and Retention - EPP	16	-	-	-	-	-	-	20,310	(20,310)	-
TEFA Curriculum	17	250,000	-	-	250,000	250,635	(635)	(4,084)	4,084	(635)
Parents Club	18	140,000	-	-	140,000	104,006	35,994	-	40,002	75,996
Enhancement Agreement Initiative - EPP	19	-	-	-	-	-	-	3,257	(3,257)	-
Anti-Racism Initiative - EPP	20	-	-	2,944	2,944	451	2,493	(23,428)	20,935	-
Indigenous Adult Higher Learning Association - Core	21	177,000	-	-	177,000	179,770	(2,770)	-	-	(2,770)
School Connectivity	22	-	-	-	-	-	-	-	-	-
Special Education	23	9,971,582	-	-	9,971,582	9,972,859	(1,277)	2,115	(764)	74
New Paths for Education	24	735,119	-	-	735,119	735,117	2	64,807	(64,807)	2
Post-Secondary Education	25	-	127,000	-	127,000	120,906	6,094	83,727	10,600	100,421
First Nations Technology Upgrade	26	-	-	-	-	-	-	-	-	-
Early Childhood Development	27	85,000	-	-	85,000	52,739	32,261	(263)	-	31,998
NRT Support to Communities	28	-	-	-	-	-	-	-	-	-
Joint Curriculum Development - EPP	29	-	-	-	-	-	-	-	-	-
Jurisdiction Negotiation	30	-	-	-	-	-	-	1,006	(1,006)	-
Jurisdiction Capacity Building	31	600,000	-	-	600,000	598,622	1,378	869	(869)	1,378
Post-Secondary Education Partners Activities	32	-	-	-	-	-	-	21,882	-	21,882
Aboriginal Health Human Resources Initiative	33	-	-	-	-	-	-	928	-	928
Professional Growth Process	34	411,000	-	-	411,000	422,466	(11,466)	25,077	-	13,611
Information System	35	139,000	-	-	139,000	138,038	962	(9,472)	9,472	962
Connected Classroom	36	151,000	-	-	151,000	157,442	(6,442)	-	-	(6,442)
BCeSIS	37	-	-	-	-	-	-	-	-	-
Youth Initiative Coordinator	38	-	-	49,578	49,578	45,988	3,590	17,286	-	20,876
Health and Science Education	39	-	-	200,000	200,000	200,000	-	-	-	-
Core Projects	40	-	-	701,834	701,834	265,572	436,262	-	-	436,262
		22,271,468	251,000	1,582,293	24,104,761	23,274,995	829,766	5,574,926	(135,484)	6,269,208

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

Year ended March 31, 2014

	2014 \$	2013 \$
Balance, beginning of year	101,768	141,230
Capital asset purchase additions	121,481	22,059
Amortization of capital assets	(53,551)	(61,521)
Obligations under capital leases	<u>(117,180)</u>	<u>-</u>
Balance, end of year	52,518	101,768

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

First Nations Education Steering Committee Society

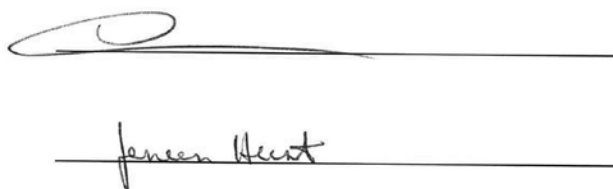
Statement of Financial Position

Year ended March 31, 2014

	2014 \$	2013 \$
Assets		
Current		
Cash	6,109,523	8,532,822
Term deposits (Note 3)	3,000,000	2,500,000
Accounts receivable	47,000	243,412
GST/HST receivable	45,507	94,244
Prepaid expenses	37,409	47,162
Due from First Nations Schools Association (Note 9)	<u>103,810</u>	<u>94,080</u>
	9,343,249	11,511,720
Capital assets (Note 4)	<u>169,698</u>	<u>101,768</u>
	9,512,947	11,613,488
Liabilities		
Current		
Accounts payable and accrued liabilities	3,074,041	5,936,794
Current portion of obligations under capital leases	<u>23,436</u>	<u>-</u>
	3,097,477	5,936,794
Obligation under capital lease	<u>93,744</u>	<u>-</u>
	<u>3,191,221</u>	<u>5,936,794</u>
Commitments and contingency (Note 7)		
Fund balances		
Invested in capital assets	52,518	101,768
Restricted	2,760,067	2,341,999
Internally designated	<u>3,509,141</u>	<u>3,232,927</u>
	<u>6,321,726</u>	<u>5,676,694</u>
	9,512,947	11,613,488

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

Year ended March 31, 2014

	2014 \$	2013 \$
Cash flows from (used in) operating activities		
Excess of revenue over expenditures	829,766	285,000
Items not affecting cash		
Capital asset purchases	121,481	22,059
Recoveries of surpluses	(135,484)	(36,448)
Changes in non-cash working capital		
Decrease (increase) in		
Accounts receivable	196,412	204,275
GST/HST receivable	48,737	35,961
Prepaid expenses	9,753	21,849
Due from First Nations Schools Association	(9,730)	(63,779)
Increase (decrease) in		
Accounts payable and accrued liabilities	<u>(2,862,753)</u>	<u>3,830,000</u>
	<u>(1,801,818)</u>	<u>4,298,917</u>
Cash flows from (used in) investing activities		
Purchase of capital assets	(121,481)	(22,059)
Purchase of term deposit	<u>(500,000)</u>	<u>-</u>
	<u>(621,481)</u>	<u>(22,059)</u>
Increase (decrease) in cash during the year	(2,423,299)	4,276,858
Cash, beginning of year	<u>8,532,822</u>	<u>4,255,964</u>
Cash, end of year	6,109,523	8,532,822

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

First Nations Education Steering Committee Society

Notes to the Financial Statements

March 31, 2014

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 accounting standards for not-for-profit organizations 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 8). 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.

Use of estimates

The preparation of financial statements in accordance with Canadian accounting standards for not-for-profit organizations 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.

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. Depreciation is charged to the capital fund on a straight-line basis over the expected useful life of the assets as follows:

First Nations Education Steering Committee Society

Notes to the Financial Statements

March 31, 2014

2. Summary of significant accounting policies - continued

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.

3. Term deposits

Term deposits consist of four guaranteed investment certificates (GICs), two in the amount of \$ 1,000,000 and two in the amount of \$ 500,000. The GICs have three year terms ending November 4, 2016 with an interest rate of 1.50%. The GICs are redeemable only on the anniversary date each year.

4. Capital assets

			2014 \$
	Cost	Accumulated depreciation	Net
Automobile	28,664	28,664	-
Capital leases	117,180	-	117,180
Computer equipment	231,338	217,471	13,867
Computer software	20,342	14,871	5,471
Furniture and equipment	142,581	122,941	19,640
Leasehold improvements	102,803	89,263	13,540
	642,908	473,210	169,698
			2013 \$
	Cost	Accumulated depreciation	Net
Automobile	28,664	28,664	-
Computer equipment	227,037	193,499	33,538
Computer software	20,342	11,699	8,643
Furniture and equipment	142,581	114,214	28,367
Leasehold improvements	102,803	71,583	31,220
	521,427	419,659	101,768

First Nations Education Steering Committee Society

Notes to the Financial Statements

March 31, 2014

5. **Financial instruments**

The Society's financial instruments consist of cash, term deposits, accounts receivable, an amount due from First Nations Schools Association, and accounts payable and accrued liabilities. These financial instruments are carried at amortized cost.

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

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 instruments.

6. **Economic dependence**

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

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:

	\$
2015	109,404
2016	26,248
2017	26,248
2018	26,248
2019	<u>19,686</u>
	207,834

The office premise lease expires October 31, 2014. The equipment lease expires December 1, 2019.

Surpluses in AANDC funded programs are potentially refundable to AANDC.

8. **Comparative figures**

Certain 2013 figures have been reclassified to conform to the presentation adopted in the current year.

First Nations Education Steering Committee Society

Notes to the Financial Statements

March 31, 2014

9. **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, the Society received administrative recoveries of \$ Nil (2013 - \$ 30,240) from the FNSA.

10. **Internally designated funds**

During fiscal 2010, the Society internally designated its unrestricted funds towards its long-term office premise real estate alternatives.

FINANCIAL STATEMENTS

FIRST NATIONS SCHOOLS ASSOCIATION





First Nations Schools Association

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Management's Responsibility for Financial Reporting

Independent Auditor's Report

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Statement of Changes in Fund Balance - Capital Fund	Statement 3
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Statement of Financial Position	Statement 4
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Statement of Cash Flows	Statement 5
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Notes to the Financial Statements

Note: Schedules of Program Operations Available on Request

First Nations Schools Association

March 31, 2014

Management's Responsibility for Financial Reporting

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

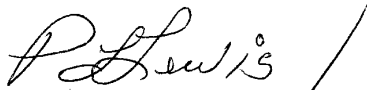
The financial statements have been prepared by management in accordance with Canadian accounting standards for not-for-profit organizations. Financial statements are not precise since they include certain amounts based on estimates and judgments. When alternative accounting methods exist, management 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 Association 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 Association's assets are appropriately accounted for and adequately safeguarded.

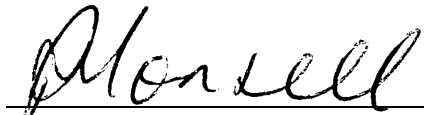
The Board is responsible for ensuring that management fulfills its responsibility for financial reporting and is ultimately responsible for reviewing and approving the financial statements.

The Directors review the Association's financial statements and recommend 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 and the financial statements for issuance to the Association. The Board takes this information into consideration when approving the financial statements for issuance to the Association. 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 First Nations Schools Association.



Pamela Lee Lewis, President, Board of Directors



Penny Monsell, Treasurer, Board of Directors

Independent Auditor's Report

To the Board of Directors of First Nations Schools Association

Report on the Financial Statements

We have audited the accompanying financial statements of First Nations Schools Association, which comprise the statement of financial position as at March 31, 2014, and the statement of revenue and expenses and changes in fund balances and 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 accounting standards for not-for-profit organizations, 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 First Nations Schools Association as at March 31, 2014, and the results of its operations and its cash flows for the year then ended, in accordance with Canadian accounting standards for not-for-profit organizations.

Report on Other Legal and Regulatory Requirements

As required by the Society Act (British Columbia), we report that, in our opinion, the accounting principles in the Canadian accounting standards for not-for-profit organizations have been applied on a consistent basis.

Vancouver, B.C
July 21, 2014

Chartered Accountants

First Nations Schools Association

Statement of Revenue and Expenses and Changes in Fund Balances

Year ended March 31, 2014

		2014	2013
		\$	\$
	Budget	Actual	Actual
	(Unaudited)		
Revenue			
First Nations Education Steering Committee Society Funding, Operations	711,900	711,900	705,721
First Nations Health Society	-	-	49,318
Membership fees	18,075	19,774	16,827
ArtStarts contributions	25,000	25,000	9,700
Annual general meeting vendors' table income	-	2,060	6,000
Conference registration	-	20,900	20,473
Interest income	-	6,934	3,473
Miscellaneous	-	20,556	28,000
	<u>754,975</u>	<u>807,124</u>	<u>839,512</u>
Expenses			
Administration	-	-	3,000
Administration - FNEESC	-	-	30,240
Annual general meeting catering	115,000	112,754	66,498
Artists in Education program	38,336	37,636	18,673
Directors' meetings	54,500	54,383	79,811
Insurance	2,220	2,210	2,210
Office, materials and supplies and miscellaneous	26,930	23,459	12,326
Parent session support	-	-	11,961
Principal professional development	416,550	418,698	390,600
Professional fees	10,000	12,394	29,955
Representative travel	47,000	44,861	51,151
Speakers	30,000	27,653	37,517
Subscriptions	-	240	7,832
Workshop – arrangements	-	-	8,125
Workshop – travel	-	-	18,169
	<u>740,536</u>	<u>734,288</u>	<u>768,068</u>
Excess of revenue over expenses	14,439	72,836	71,444
Fund balance, beginning of year	<u>397,915</u>	<u>397,915</u>	<u>326,471</u>
Fund balance, end of year	<u>412,354</u>	<u>470,751</u>	<u>397,915</u>

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

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

First Nations Schools Association

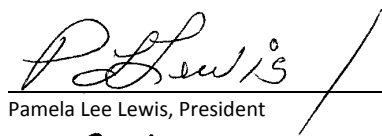
Statement of Financial Position


March 31, 2014

	2014	2013
	\$	\$
Assets		
Current		
Cash	572,410	456,049
Amounts receivable	-	12,718
GST/HST receivable	10,496	25,000
Prepaid expenses	-	8,808
	<u>582,906</u>	<u>502,575</u>
Liabilities		
Current		
Deferred revenue (Note 4)	8,345	10,580
Due to First Nations Education Steering Committee Society (Note 5)	<u>103,810</u>	<u>94,080</u>
	<u>112,155</u>	<u>104,660</u>
Fund balances		
Restricted (Schedule 3)	25,762	26,002
Unrestricted	<u>444,989</u>	<u>371,913</u>
	<u>470,751</u>	<u>397,915</u>
	<u>582,906</u>	<u>502,575</u>

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

Approved on Behalf of First Nations Schools Association


Pamela Lee Lewis, President


Penny Monsell, Treasurer

First Nations Schools Association

Statement of Cash Flows

March 31, 2014

	2014 \$	2013 \$
Cash flows from (used in) operating activities		
Excess of revenue over expenses	72,836	71,444
Changes in non-cash working capital		
Decrease (increase) in		
Amounts receivable	12,718	(12,718)
GST/HST receivable	14,504	(16,640)
Prepaid expenses	8,808	(3,431)
Increase (decrease) in		
Accounts payable and accrued liabilities	-	(2,352)
Deferred revenue	(2,235)	(11,070)
	<u>106,631</u>	<u>25,233</u>
Cash flows from financing activity		
Due to First Nations Education Steering Committee Society	<u>9,730</u>	<u>63,779</u>
Increase in cash during the year	116,361	89,012
Cash, beginning of year	<u>456,049</u>	<u>367,037</u>
Cash, end of year	572,410	456,049

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

First Nations Schools Association

Notes to the Financial Statements

March 31, 2014

1. Association, aims and objectives

First Nations Schools Association (the "Association") was incorporated under the Society Act of British Columbia on December 18, 1996. The Association obtained its Registered Charity status effective April 1, 1998.

The Association serves First Nations schools to promote quality education and to maximize the available resources in order to improve the quality of education of First Nations students. The Association will direct its energies to supporting the work of First Nations schools in developing and implementing culturally appropriate, meaningful and quality educational programs. The Association will work to provide a forum for networking, communication and liaison among First Nations schools, other educational institutes, and federal, provincial and other governments.

The Association is exempt from income tax as long as certain criteria continue to be met.

2. Summary of significant accounting policies

The following is a summary of significant accounting policies used in the preparation of the financial statements:

Basis of presentation

These financial statements have been prepared in accordance with Canadian accounting standards for not-for-profit organizations ("ASNPO") 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.

Use of estimates

The preparation of financial statements in accordance with ASNPO 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 Association follows the restricted fund method of accounting for contributions.

The Operating Fund accounts for the Association's program delivery and administrative activities. The fund reports restricted and unrestricted resources and is further divided into the following funds:

- Core Operations;
- Annual General Meeting and Conference; and
- National Youth Suicide Prevention Strategy.

Revenue recognition

Restricted contributions related to general operations are recognized as revenue of the Core Operating Fund in the year in which the related expenses are incurred. All other restricted contributions are recognized as revenue of the appropriate restricted fund.

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

Membership fees are recognized as revenue when earned and collection is reasonably assured.

First Nations Schools Association

Notes to the Financial Statements

March 31, 2014

2. **Summary of significant accounting policies** - continued

Budget figures

All budget figures were prepared by management and are unaudited.

3. **Financial instruments**

The Association's financial instruments consist of cash, amounts receivable and amounts due to First Nations Education Steering Committee Society. Unless otherwise noted, it is management's opinion that the Association is not exposed to significant interest, currency or credit risks arising from these financial instruments.

4. **Deferred revenue**

Deferred revenue represents funds collected for Annual General Meeting registration. The Annual General Meeting is being held subsequent to the year-end date.

5. **Related party transactions**

The Association and the First Nations Education Steering Committee (FNESC) are separate organizations, each with their own Board of Directors. The Association is related to FNESC pursuant to an administrative agreement whereby the Association receives administrative and financial support, including staffing and office premises, from FNESC.

During the year, the Association paid administrative recoveries of \$ Nil (2013 - \$ 30,240) to FNESC.

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.

6. **Economic dependence**

The Association is economically dependent on funding from First Nations Education Steering Committee Society (88.2% in 2014 and 84.1% in 2013).



Annual Report of the First Nations Education Steering Committee and First Nations Schools Association for 2013-2014

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