

A young child with dark hair, wearing a camouflage-patterned shirt, is reaching up with both hands to touch a tree branch in a dense forest. The sun is shining through the trees, creating a bright, dappled light effect. The background is filled with tall, slender trees and lush green foliage.

SUPPORTING FIRST NATIONS EDUCATION IN BC

FNESC | FNSA 2017-18 ANNUAL REPORT



**First Nations Education Steering Committee
First Nations Schools Association**

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Message From FNSA President Colleen Austin & FNEC President Tyrone McNeil

On behalf of the BC First Nations Education Steering Committee (FNEC) and BC First Nations Schools Association (FNSA), it is our great pleasure to present our 2017/18 Annual Report, which celebrates our growing partnerships and the many activities we are implementing to support First Nations education in British Columbia (BC). This report also provides details related to the second and third level services undertaken through the Tripartite Education Framework Agreement (TEFA). We believe that sharing this information is important for maintaining our accountability to First Nation communities and schools, and it also fulfills our TEFA reporting obligations to the Department of Indigenous Services Canada (ISC).

2017/18 was a time of important new developments. We were pleased to work with representatives of First Nations communities and schools to prepare for the transition initiated by the expiration of the 2012 TEFA. It was very rewarding to work together to plan for that change – resulting in a new agreement titled the BC Tripartite Education Agreement: Supporting First Nation Student Success (BCTEA). BCTEA, we believe, represents a comprehensive approach to supporting our students, and we would like to acknowledge that it was realized thanks to the invaluable support provided by BC First Nations leadership.

Throughout the past year, we also actively contributed to national efforts to ensure more adequate, sustained, and flexible funding for First Nations education across Canada – provided within a framework that reflects the principles of First Nations control of First Nations education, the United Nations Declaration on the Rights of Indigenous Peoples, the Calls to Action of the Truth and Reconciliation Commission, and Canada's *Principles Respecting the Government of Canada's Relationship With Indigenous People*. By coming together with our national colleagues, we were able to design new arrangements that are intended to enhance the educational experiences of First Nations learners across Canada.



COLLEEN AUSTIN



TYRONE MCNEIL

Now, we are looking forward to advancing the important new commitments that have been achieved nationally and provincially, and with that in mind we welcome this opportunity to provide a snapshot of the many activities we are undertaking to create meaningful systemic change for the benefit of our learners. Our ambition to support quality educational opportunities, from pre-school through to adult education, inspires us to do everything possible to design and implement innovative programs and services that we believe will promote higher levels of student achievement.

We also recognize that none of our gains would have been possible without the dedication of our First Nation community, school and other partners, our Boards of Directors, and our hard-working staff. We are grateful for the contributions made by the many people who are passionate about ensuring that all First Nations students can reach their full potential and achieve the success they deserve.

We look forward to working with you in the year ahead to move further toward the positive results we all seek.



FNSA 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."

BC First Nations Schools Association

First Nations schools in BC began working toward the establishment of a collective support organization over twenty-five years ago, and the BC First Nations Schools Association (FNSA) was formally established as a non-profit society with charitable status in 1996. The FNSA's purpose is to promote improved educational outcomes for students attending First Nations schools by supporting the development and implementation of appropriate, meaningful and quality education programs and providing a forum for networking and information sharing amongst schools and other education partners. The FNSA is committed to designing programs to assist First Nation schools in creating effective, nurturing, and linguistically and culturally appropriate education environments that provide students with a positive foundation in all academic areas. Almost all of the 128 BC First Nations schools operated by 99 First Nations are members of the Association, and the FNSA works directly with its constituents and reports to its members at its Annual General Meeting (AGM).

List of FNSA Board Members as of March 2018: attached as Appendix One



FNEC Mandate

"To facilitate discussion about education matters affecting First Nations in BC by disseminating information and soliciting input from First Nations."

BC First Nations Education Steering Committee

The BC First Nations Education Steering Committee (FNEC) was founded in 1992 by participants at a provincial First Nations education conference at the Vancouver Friendship Centre, who determined the need for a First Nations-controlled collective organization focused specifically on advancing quality education for all First Nations learners. FNEC is a policy and advocacy organization that represents and works on behalf of First Nations in BC. FNEC has a mandate to support First Nations in their efforts to improve the success of all First Nations students and advance First Nations education in BC by disseminating information, undertaking research, administering programs and services, and advocating and negotiating with the provincial and federal governments and other key stakeholders at the direction of First Nations.

List of FNEC Board Members as of March 2018: attached as Appendix Two

SHARING INFORMATION AND WORKING WITH FIRST NATIONS COMMUNITIES, SCHOOLS AND OTHER PARTNERS

BC First Nations Leadership

FNE SC and FNSA continually report to and seek direction from First Nations leadership in BC regarding all significant issues effecting First Nations education. Specifically, FNE SC and FNSA appreciate the ongoing guidance and support provided by the Union of BC Indian Chiefs, the First Nations Summit, the BC Assembly of First Nations, and the First Nations Leadership Council. The support provided by First Nations leadership was especially appreciated in the past year, when it was instrumental to securing new resources for BC First Nations through the negotiation of new national and provincial education funding arrangements.

The activities of FNE SC in particular are undertaken according to a formal *Declaration and Protocol of Recognition, Support, Cooperation and Coordination Between the First Nations Leadership Council (BC Assembly of First Nations, First Nations Summit, and the Union of BC Indian Chiefs) and the First Nations Education Steering Committee*. This protocol confirms the close working relationship between FNE SC and First Nations leadership in BC, and their commitment to a continued positive relationship.

Skeetchestn Community School; Dr. Jan Hare, FNE SC Annual Aboriginal Education Conference, 2017



2017 FNE SC Annual Aboriginal Education Conference

FNE SC's 23rd Annual Aboriginal Education Conference, *Renewing Our Relationship*, brought together approximately 800 people to share their knowledge and enthusiasm for helping First Nations learners reach their full potential. The Conference theme encouraged participants at the event to explore the role of education in reconciliation and how to transform relationships for the advancement of quality First Nations education.

The Conference began with an evening of entertainment, which featured a dramatic, moving presentation of *Carried Away: A Residential Schools Dance*, created by Emma Blazic, Grade 8, and Ava Richardson, Grade 6. Bluesman Murray Porter, a Mohawk singer and piano player from Six Nations of the Grand River Territory and winner of the 2012 Juno award for Aboriginal Album of the Year, also shared a music performance celebrating his culture and history.

The Conference then included a number of keynote speakers, beginning with Thomas King, award-winning novelist, member of the Order of Canada, recipient of a National Aboriginal Foundation award, and scriptwriter and photographer of Cherokee and Greek descent.

The Conference participants enjoyed a presentation from broadcast-journalist Shelagh Rogers, a producer and the host of CBC's *Next Chapter* – a radio program devoted to writing in Canada. In 2011, Roger's received an Order of Canada for promoting Canadian culture and for her advocacy in mental health, adult literacy and reconciliation. Additionally, Rogers was named an Honorary Witness for the Truth and Reconciliation Commission.

BC Representative for Children and Youth, Bernard Richard, shared his thoughts about reconciliation, based on his experience as a former social worker and Secretary General of the Société Nationale de l'Acadie, and from his 1991-2003 term with the Legislative Assembly of New Brunswick, when he held several cabinet positions and was leader of the Official Opposition, Opposition House Leader, and Chair of the Official Opposition caucus.

Finally, Dr. Jan Hare, Anishinaabe scholar and educator from the M'Chigeeng First Nation and Associate Dean for Indigenous Education in the UBC Faculty of Education, presented on her research interest in improving educational outcomes for Aboriginal learners and centering Indigenous knowledge systems within educational reform. Dr. Hare, along with her co-editor Dr. Jo-ann Archibald, recently published the book *Learning, Knowing, Sharing: Celebrating Successes in K-12 Aboriginal Education in British Columbia*, which is available from the BC Principals' and Vice-Principals' Association.

In addition to those presentations, the conference participants chose from a range of workshops on topics including, among others, storytelling, media arts, First Nations language learning, Residential Schools literature circles, Indigenizing the classroom, integrating Indigenous science, and approaches for promoting improved Aboriginal student outcomes.



PARTICIPANT COMMENTS

"This is an amazing conference. Glad I had the opportunity to go! Thank you for everything."

"It was an incredible and inspiring weekend. Thank you for all of your excellent work in organizing!"

"Wonderful experience - I wish we could have more of these so other Canadians can learn and grow."

"You guys rock! What a great experience. Inspirational and motivating"

"I thoroughly enjoyed meeting and listening to inspiring people and the excellent networking opportunities."

"The keynote speakers were amazing. The staff were all great. The organizing was stupendous. Way to go team!"

BY THE NUMBERS

59

voting participants at the July 2017 FNE SC Annual General Meeting

800

participants at the 2017 FNE SC Annual Aboriginal Education Conference

95%

of participants who provided feedback found the overall conference experience "excellent" or "good"

BY THE NUMBERS

70

participants at the 2017 FNSA
Annual General Meeting

423

participants at the April 2017 FNSA
Conference

2017 FNSA Conference and Annual General Meeting

The FNSA Conference and AGM, held in April each year, regularly provides an excellent opportunity for the FNSA to update its members and partners about ongoing new initiatives, and the theme of the 2017 event, *Planning for Student Futures*, facilitated an exploration of a wide range of effective practices in classroom instruction, school administration, and student supports.

Grand Chief Stewart Phillip, President of the Union of BC Indian Chiefs, an executive member of the First Nations Leadership Council, Chair of the Okanagan Nation Alliance, and former Chief of the Penticton Indian Band, presented the first keynote address at the 2017 Conference. A passionate advocate for First Nations education and Aboriginal rights, Grand Chief Phillip inspired and encouraged the Conference participants to maintain their vital work for the benefit of First Nations learners, their families, and communities.

A second keynote speaker at the 2017 Conference was Todd Whitaker, a leading authority on staff motivation, employee morale, and teacher and principal effectiveness. Whitaker has written 30 books, including the bestseller, *What Great Teachers Do Differently*.

The FNSA was also excited to feature David Hodges, a producer and educator with N'we Jinan who has recorded music videos with youth from across Canada, including students in a number of First Nations schools in BC. The Conference participants enjoyed witnessing the creative spirit of the youth through their live performances, which demonstrated the wonderful results of the students' exposure to song-writing, sound recording, and music and video production.

Finally, the Conference workshops allowed for a sharing of information and ideas about a range of relevant First Nations education topics, including coding, special education, trades, curriculum development based on First Nations traditions, First Nations Language teaching, and technology education in First Nation schools.

Kumsheen Secondary; Barriere Elementary; 2018 FNSA Conference



FNESC Regional Sessions

FNESC and its education partners annually report on their activities and important First Nations education issues at a series of workshops known as Regional Sessions. These sessions represent a fundamental component of FNESC's efforts to maintain accountability to all 203 First Nations in BC, to discuss emerging issues with a range of education stakeholders and partners, and to facilitate input from community and school representatives. They also fulfill an important function in increasing the capacity of First Nations to address education issues.

BY THE NUMBERS

7

Regional Sessions

178

participants total



PARTICIPANT COMMENTS

"Great information and good dialogue."

"Great sessions. An engaging presenter with clear knowledge and understanding of facts and research-based data. Very informative. Thanks."

"Thank you for all your dedication in supporting education and the travel to regional sessions."

"This was such an informative regional session with some very powerful information and discussions. Thank you."

"This workshop was very, very helpful for me. I recently started my job and didn't have any training. I learned a lot on my own, talking with others, reading, researching on my own, etc. But it's so nice and a relief to learn and attend this workshop! Thank you!"

"FNESC and FNSA are great organizations that should be commended for their huge contributions to education in BC."

Partnership Efforts with the Indigenous Adult and Higher Learning Association

The Indigenous Adult and Higher Learning Association (IAHLA) was created in 2002 and is responsible for supporting and representing 42 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's member institutes offer a broad spectrum of courses and programs that include: college and university programs leading to certificates, diplomas and degrees; Adult Basic Education; language instruction; occupation-specific training and upgrading; and life-long learning activities. Although IAHLA is facing funding uncertainties, it continues to advocate for its member institutes, which are striving to increase recognition of their unique approaches to community-based, culturally-relevant learning and of their successful efforts to increase opportunities for adult learners.

FNESC and IAHLA continue to work together on a number of key issues, resulting in more efficient engagement with government and partners that are seeking input from First Nations communities and post-secondary institutes. More information is available at www.iahla.ca.

BY THE NUMBERS

42

IAHLA members



Both IAHLA and the FNECDC are striving to continue their important efforts, in spite of their serious funding limitations in the past several years."

Support for the First Nations Early Childhood Development Council

The 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 FNECSC and the FNSA, signed a Memorandum of Understanding to work together to improve Early Childhood Development programs and services, and that commitment continues.

The K-12 Aboriginal Education Partners

In 1994, FNECSC 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 FNECSC to have valuable input into policy and legislative changes that could affect First Nations education.

Growing from those discussions, in 1998 that original 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 FNECSC, the FNSA, ISC BC Region, the BC Ministry of Education, the BC Teachers' Federation, the BC Teacher Regulation Branch (previously the BC College of Teachers), 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 Métis Nation BC. In 1999, the organizations signed a Memorandum of Understanding to solidify their partnership and they continue to work together to achieve the following goals: increase collaboration among the partners; increase the number of qualified Aboriginal educators; increase understanding and respect for First Peoples' knowledge, cultures and histories; and incorporate Aboriginal perspectives into all education decision-making.

The Partners Group has facilitated critical dialogue in recent years, leading to agreement about important policy changes related to the Evergreen certificate and considering ways to advance issues such as a mandatory First Nations course for the BC Ministry of Education graduation program, improved First Nations teacher recruitment and retention, and a dedicated provincial teacher professional development day on First Nations education. FNECSC and the FNSA also work with individual Education Partners on specific initiatives, as appropriate. In particular, the FNECSC Executive will be working with the BCSTA and BCTF Executives to explore further options for relationship building.

The Aboriginal Post-Secondary Education and Training Partners

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 meet regularly to share information and implement joint strategies, including working to transform PSE in this province by implementing the *Aboriginal Post-Secondary Education and Training Policy Framework and Action Plan: 2020 Vision for the Future*.

Members of the Aboriginal PSE and Training Partners now include FNESC, IAHLA, the First Nations Summit, Métis Nation BC, BC Assembly of First Nations, ISC, the BC Ministry of Advanced Education, Skills and Training (AEST), the Research Universities Council of BC, the BC Association of Institutes and Universities, the Association of BC Deans of Education, the BC Colleges, the BC Aboriginal Training Employment Alliance Members, the BC Ministry of Jobs, Tourism and Skills Training, the BC Ministry of Indigenous Relations and Reconciliation, Service Canada, and the BC Ministry of Education.

FNESC supports the Partners and coordinates their efforts to advance positive changes in Aboriginal PSE in BC through both the leadership of the Partners Group and through the work of the member organizations.

Joint Partner Activities

The BC K-12 Aboriginal Education Partners and the Aboriginal PSE and Training Partners continue to engage on a regular basis to share information, discuss issues of common concern, and implement joint strategies. For example, an important commitment arising from a June 2017 meeting was the formation of a joint Aboriginal Teacher Recruitment, Retention and Deployment Working Group, which is focused on developing much-needed strategies and a comprehensive plan to increase the number of Aboriginal teachers in BC.

Collaborative National Efforts for First Nations Education

Throughout the past year, BC First Nations representatives contributed significant input to support the co-development of a new First Nations education policy framework by the Assembly of First Nations (AFN) Chiefs Committee on Education (CCoE) and the Government of Canada. The resulting new regionally-driven approach for enhancing First Nations elementary and secondary education, which builds on new investments by Canada and an extensive engagement process undertaken with First Nations over the past two years, was ratified by the AFN Chiefs in Assembly in December 2017. Representing a commitment to pursue transparent and expanded funding for First Nations kindergarten 4 (K4) to grade 12 education across Canada, the new policy framework is intended to respect regional and local diversity through regional education agreements that will form the basis of new partnerships in First Nations education.

The first regional education agreement negotiated under this new approach is the BCTEA, which was designed to reflect regional education priorities, appropriate roles and responsibilities, and mutual accountability mechanisms.

FNESC representatives have also been actively involved in national discussions of a First Nations Post-Secondary Comprehensive Review of Federal Programming. Canada's Budget 2017 included a funding increase of \$90 million over two years, beginning 2017/18, for the Post-Secondary Student Support Program, as well as commitment to "undertake a comprehensive and collaborative review with Indigenous partners of all current federal programs that support Indigenous students who wish to pursue post-secondary education." In response to calls from First Nations for a review that is led by First Nations, ISC provided funding for the Assembly of First Nations (AFN) to implement this work through a PSE Review Working Group, with BC represented on that Group through the Chair of the IAHLA Board, the Chair of the FNESC Post-Secondary Subcommittee, and FNESC staff. Three rounds of meetings were held in Ottawa to facilitate discussions of policy and program delivery models and costing frameworks, and it is expected that a final report will be presented at the AFN Annual General Assembly, to be followed by a Memorandum to Cabinet in Fall 2018, outlining a new approach to First Nations PSE.

Memoranda of Understanding


In addition to the many partnerships described above, FNEC and the FNSA have established important formal relationships with the following organizations, among many others: the First Nations Health Authority; the Association of BC Deans of Education; the Representative for Children and Youth; and the First Nations Technology Council.

Other Information Sharing and Consultation Efforts

FNEC and the FNSA regularly organize information sharing sessions related to key topics, and maintain websites and provide regular communications to help representatives of First Nation communities and schools stay informed of relevant education issues as they arise. In particular, a TEFA e-Bulletin provides updates about emerging TEFA-related topics. Additionally, the organizations implement media strategies as appropriate to promote more widespread awareness of the educational needs of First Nations.

Walnut Park Elementary; Outma Sqilxw Christmas Parade





SINCE 2006, FNESC AND FIRST NATIONS IN BC HAVE BEEN WORKING TO PREPARE FOR THE FULL IMPLEMENTATION OF THE EDUCATION JURISDICTION INITIATIVE, AND IMPORTANT PROGRESS HAS BEEN ACHIEVED OVER THE PAST YEAR.

ADVANCEMENT OF KEY FIRST NATIONS EDUCATION AGREEMENTS IN BC

First Nations Education Jurisdiction Agreements

In 2006, Canada, BC and FNEC signed an Education Jurisdiction Framework Agreement, soon followed by the passing of enabling legislation by Canada (2006) and BC (2007). Since that time, FNEC and First Nations in BC have been working to prepare for the full implementation of the education jurisdiction initiative, and important progress has been achieved as a result.

For example, a key jurisdiction commitment was realized in November 2009 with the signing of a Reciprocal Tuition Agreement, through which the BC Ministry of Education 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. In addition to that landmark agreement, the Ministry of Education and FNEC consistently have worked together in positive ways to promote collaboration and greater First Nations involvement in education policy and decision-making, as described further throughout this report.

Unfortunately, progress in implementing the jurisdiction agreement with Canada was hindered for some time by an inability to finalize the associated financial arrangements, and in 2013 all parties signed an extension of the agreements until 2018 to allow more time to mutually resolve incompatible federal policies. Canada later removed the key barriers that had delayed progress in this area, and the new federal government affirmed its strong focus on Indigenous issues and respect for First Nations' control over First Nations education. These conditions allowed First Nations involved in the education jurisdiction process to re-engage with Canada to advance the agreements.

Recognizing the significant lapse that took place in the jurisdiction negotiations, in 2017/18 the Negotiating First Nations (NFNs) and Interested First Nations (IFNs) developed Terms of Reference to assist First Nations in understanding the process for participating in the jurisdiction initiative, and to better clarify related roles and responsibilities. FNEC also contacted all of the original NFNs to confirm their continued interest in the initiative, determining that twelve of the original NFNs were still committed to participation and identifying two new First Nations interested in joining as NFNs.

Additional work undertaken in 2017/18 involved continuous meetings of the NFNs and IFNs, as well as revisions to Education Laws, a review of education governance structures, and local information sharing efforts. There were also detailed discussions of future jurisdiction responsibilities, including school and teacher certification processes, graduation approaches, and second and third level services delivery. First Nations also undertook important capacity building activities at the community level in order to become better prepared for jurisdiction implementation.

FNESC and FNSA will continue to report on this critical initiative in the months ahead.

Tripartite Education Framework Agreement

The 2012 Tripartite Education Framework Agreement (TEFA) represented a cooperative commitment of BC First Nations and the Governments of Canada and British Columbia to address the need for sustained, systemic change in order to raise First Nations student achievement rates. The agreement also formally recognized the capacity of BC First Nation communities and schools to build and implement a relevant and research-based First Nations Education System that will promote quality education and ultimately improve student outcomes.

TEFA resulted in a wide range of very beneficial outcomes and provided a valuable opportunity for true collaboration for the benefit of First Nations learners.

- TEFA introduced a flexible funding model for First Nation schools based upon the BC public education funding formula, with adaptations to reflect First Nations schools' unique characteristics. A TEFA Funding Handbook and Estimator Tool were developed and jointly reviewed to explain the TEFA funding model and to facilitate financial training to support First Nations community and school administrators.
- TEFA led to significant progress in designing systems to continually improve the effectiveness and efficiency of data collection processes, resulting in meaningful information to support program planning and monitoring.
- Important cooperative efforts by all TEFA partners were advanced to promote more seamless supports for First Nations students wherever they attend school, including greater First Nations involvement in determining provincial education priorities, policies, and programs, as well as an agreement to begin allowing First Nations schools that do not have Independent School status to offer the Dogwood Diploma.
- TEFA funding for core and second level services sponsored extensive programs and services for First Nations education, as described throughout this report.

TEFA was set to expire in 2017, and all of the signatories agreed to an extension in order to reach an informed, meaningful renewed agreement based on thorough dialogue and preparations. In order to undertake the necessary planning activities, FNESC and FNSA used 2017/18 Education Partnership Program funding to implement a variety of research and consultation activities, including the organization of a large provincial meeting of First Nations representatives in March 2018.

HIGHLIGHTS OF THE 2017/18 JURISDICTION ACTIVITIES

- Ongoing support for 14 Negotiating First Nations (NFNs) and 54 Interested First Nations (IFNs)
- Six jurisdiction meetings
- Almost \$200,000 allocated to NFNs to support their jurisdiction preparations

HIGHLIGHTS OF 2017/18 TEFA RENEWAL ACTIVITIES

- The March 12 Gathering, involving 160 First Nation community and school representatives, ensured widespread understanding of and affirmed the proposed directions for the renewed agreement
- Of the 133 respondents to a feedback survey distributed at the event:
 - 96% supported the recommended approach for transportation capital funding
 - 91% supported the recommended approach for second and third level services
 - 95% supported the recommended approach for special education
 - 98% supported the recommended allocation of the new TEFA renewal investments



PARTICIPANT COMMENTS

"It was awesome seeing so many First Nations communities coming together ... Thank you for doing what you do."

"I appreciate these sessions to update those of us who aren't part of the negotiations. I know all won't be happy about some details here and there, but we know what's being done is so that all our children will benefit and we can uplift them, as they are our future. I enjoy hearing questions from other areas of the province. Everyone has different challenges in delivering education to our children. Thank you for all your hard work."

"This was a great session / important information sharing."

The work undertaken in 2017/18 led to a range of important new commitments. Canada made one-time funding commitments of over \$1.3 million for new computers for First Nation schools, over \$4 million for First Nation school connectivity upgrades, and over \$1.7 million for First Nation school bus purchases. Additionally, almost \$11.5 million will be provided for maintaining First Nation school connectivity from 2018-23. Thanks to support from BC First Nations Leadership, Canada also made a commitment to provide an additional \$20 million dollars annually for First Nations education in BC through the new BC Tripartite Education Agreement: Supporting First Nation Student Success (BCTEA). As confirmed by First Nation community and school representatives in March 2018, the \$20 million investment will be dedicated primarily to First Nations Language and Culture programming in First Nations schools, as well as providing increased resources for transportation, transportation capital, and adult education in First Nations schools, and enhanced second and third level services.

The new BCTEA also includes clearly defined roles and responsibilities for all three TEFA partners, which is intended to lead to more meaningful and valuable collaboration long-term. Among the many important commitments achieved through the new agreement are clear assurances related to First Nations education funding in BC, relevant and reasonable reporting requirements for BC First Nation schools, new policy changes that will make School Boards accountable for the provision of transportation for status on-reserve First Nation students who attend public schools, a new requirement for School Boards to enter into Local Education Agreements (LEAs), with a default LEA available where no local agreement is reached, as well as improved accountability and reporting for students in public schools through: the provision of data specific for each First Nations' students; a second enrolment count; and annual student outcome reports to FNE SC.

Ultimately, BCTEA is expected to improve education results and positive outcomes for all First Nation students in BC, which will allow them to achieve their goals and access post-secondary and employment opportunities that will contribute to their lifelong health and well-being.

FNE SC / BC Ministry of Education Protocol Agreement and Related Collaboration

Building upon the TEFA and Jurisdiction Agreements, on June 19, 2015 the BC Ministry of Education and FNE SC signed their first-ever protocol agreement to help guide continued cooperation for improving educational outcomes for BC's Aboriginal students. The protocol is intended to help the parties collaboratively implement their TEFA responsibilities, formalizing their long-standing bilateral relationship and providing a clear framework for continued joint efforts. The protocol is also being complemented by quarterly meetings of FNE SC and the Deputy Minister, as well as the development of a joint workplan.

HIGHLIGHTS OF FNESC/FNSA INVOLVEMENT WITH THE BC MINISTRY OF EDUCATION

In the past decade, FNESC/FNSA have been a part of the following MEd committees and working groups, among others:

- Accountability Framework Review Advisory Group
- Framework for Enhancing Student Learning Working Group
- Advisory Group on Provincial Assessment
- Foundation Skills Assessment Redesign Working Group
- Competencies Consulting Group
- Graduation Prototype Committees
- Ministry of Education Safe Schools Committee
- Emergency Planning and Preparedness Committee
- Healthy Schools Committee (First Nations Health Authority)
- ITA Youth Apprenticeship Review Committee
- Steering Committee for Massive Open Course (MOOC) on Indigenous Education (University of British Columbia)
- Cuystwi: Indigenous Youth Wellness Online Training Advisory Group (Provincial Health Services Authority)
- Respectful Relationships Advisory Group (Ministry of Justice)
- Hiring committees for key Aboriginal education positions in the Ministry of Education
- Inclusive Education Policy and Resources Review
- Classroom Assessment and Reporting
- Graduation Numeracy and Literacy Assessment Teams
- BC Early Learning Framework
- Indigenous Language Policy, Framework and Curriculum
- Indigenous Early Years Circle Advisory (Ministry of Children and Family)

Associated with this protocol, FNESC has been and continues to be an active participant in provincial policy discussions, and FNESC and the Province of BC have worked together to establish beneficial initiatives by sharing resources and expertise and by extending relevant services between the First Nations and public education systems. For example, among the many key partnership activities initiated or maintained in the past year are the following.

- FNESC representatives meet regularly with Ministry of Education staff – especially Aboriginal Education division representatives – and is working with the Ministry to make available First Nations-specific student data.
- FNESC and FNSA were invited to join a number of Ministry of Education committees that worked towards the advancement of the new BC Education Plan, and provided detailed feedback regarding changes to the BC curriculum, the Rural Schools Strategy, inclusive education, classroom assessment and reporting, BC's graduation plan, and the public education Funding Model Review.
- FNESC has attended meetings of Aboriginal Principals when possible, and recently participated in a meeting of BC School District Superintendents.
- FNESC, the FNSA and the Ministry of Education worked together to make it possible for First Nations schools to offer Ministry exams and ultimately the BC Dogwood diploma.
- After successfully highlighting the need for adequate representation of First Nations in all components of the BC education system, FNESC is represented on the new BC Teachers Council – the agency responsible for teacher certification and regulation in BC.
- Due in part to FNESC's advocacy, and as formalized in TEFA and now the BCTEA, for almost two decades the Ministry of Education has annually published data to monitor the achievement of Aboriginal students in BC – shared each year through the Ministry's *How Are We Doing? Report*. FNESC also has been working with the Ministry to provide access to community-specific data to help inform First Nations about their students' progress, and to assist discussions between First Nations and School Boards about mechanisms for supporting First Nations learners.
- For many years, FNESC has been actively involved in the Ministry of Education's efforts related to First Nations language education, and FNESC recently affirmed its commitment to work with the Ministry on the co-development of an Indigenous Languages Policy.
- The Ministry is regularly invited to facilitate several workshops at FNESC's annual Aboriginal Education Conference, and to participate in the yearly series of Regional Sessions to share information and consult with First Nation, First Nation school, and public education representatives.
- FNESC is providing detailed input into the Ministry of Education's ongoing funding review and is seeking participation on the Technical Review Committee.


Post-Secondary Education and Training Protocol Agreement

In addition, a Post-Secondary Education and Training Protocol Agreement supports collaboration to improve educational outcomes for Aboriginal post-secondary students in BC. Signed by then advanced Education Minister Andrew Wilkinson, FNEC President Tyrone McNeil, and IAHLA Chair Verna Billy-Minnabarriet on July 8, 2016, the protocol recognizes that Aboriginal-controlled post-secondary institutes are a critical part of

BC's post-secondary system, acknowledging their work within communities to support Aboriginal learners in achieving their education goals. The protocol is also intended to contribute to improved collaboration between Aboriginal communities and the provincial government, and in turn between Aboriginal institutes and the public post-secondary system, leading to increased participation and success for Aboriginal learners in higher education.

Dog Creek Elementary; Gitwangak Elementary; Kumsheen Secondary



A photograph showing several children, including a girl in a pink sequined shirt in the foreground, working together to weave a basket. They are using long, thin strips of wood or bamboo on a yellow surface. The background shows a kitchen-like setting with wooden cabinets.

THE BC FIRST NATIONS
EDUCATION SYSTEM HAS BEEN
CREATED TO BUILD UPON
AND REFLECT FIRST NATIONS'
RIGHTS, FIRST NATIONS
LANGUAGES, CULTURES,
VALUES, AND TRADITIONS,
AND FIRST NATIONS'
COMMITMENT TO QUALITY
EDUCATION AND IMPROVED
STUDENT OUTCOMES

FIRST NATIONS LANGUAGES SUPPORT PROGRAMS AND ACTIVITIES

The BC First Nations Education System, which has been created to build upon and reflect First Nations' rights, First Nations languages, cultures, values, and traditions, and First Nations' commitment to quality education and improved student outcomes, recognizes that languages and cultures are central to First Nations' distinctive traditions and ways of life and are inherently derived. As such, First Nations view their languages as constitutionally protected Aboriginal rights under the Canadian Constitution. Further, under the United Nations Declaration on the Rights of Indigenous Peoples, Indigenous peoples have the right to revitalize, use, develop and transmit to future generations their histories, languages, oral traditions, philosophies, writing systems and literatures, and to designate and retain their own names for communities, places and persons. Recognizing those important principles, FNEC and FNSA make every effort possible to implement a range of activities to assist First Nations with their Language-related educational activities.

First Nation Languages Sub-Committee

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

Federal and Provincial Advocacy

In the renewal of TEFA with the provincial and the federal government, substantive attention was focused on First Nations languages, including continued advocacy for sufficient funding that will allow First Nations to exercise their rights to education in their traditional languages, as well as legislative and policy changes required to support this vital issue. In fact, approximately \$14 million in additional funding was accessed for BC First Nations language education through the negotiation of the BCTEA.

First Nations Language Teacher Mentor Apprentice Program (FNLTMAP)

2017/18 represented the second year of a First Nations Language Teacher Mentor Apprentice program, which is intended to assist language teachers in increasing their First Nations language fluency in order to enhance the quality of instruction and learning within First Nations language education programs, and to support the development of more immersion programming by interested First Nations. The program supports one-on-one teams that include a language mentor and apprentice, who together complete 300 hours of language immersion work over a one-year period. Eleven teams were involved in the program in 2017/18.

First Nations Languages Proficiency Degree

For the past several years, significant effort has been made to explore a possible First Nations Language Proficiency Degree Program, and an Indigenous Language Proficiency Degree Consortium obtained funding to support the development of a degree framework and to jointly host a First Nations language adult educators' focus group and a related symposium. In the coming months, the Consortium members will continue to work together to advocate for adequate resources for First Nations communities to undertake the design and delivery of fluency programs.

Association of BC Deans of Education

Since 2011, FNESC and IAHLA have had an MOU with the Association of BC Deans of Education (ABCDE), according to which the parties commit to collaboration and information sharing to address the following key areas: promotion of effective and appropriate Language Teacher Education programs in BC; promotion of teacher education programs that effectively address Aboriginal education; and advancement of the principles of First Nations ownership and control of Indigenous knowledge, resources and materials. FNESC and IAHLA continue to meet regularly with ABCDE and look forward to more pro-active initiatives in the coming year.

Research and Policy Supports

Funding accessed through ISC's 2017/18 Education Partnership Program was used to sponsor consulting support from a highly qualified, well renowned First Nations languages expert – Dr. Lorna Williams. Dr. Williams led important research and represented FNESC in discussions with the BC Ministry of Education regarding its new Indigenous Languages Policy.

As part of that work, Dr. Williams produced two reports: *Key Relationships for Indigenous Languages Education*, which identifies that successful Indigenous language policy implementation requires a shift from relationships entrenched in colonialism to collaborative partnerships, and describes past challenges and steps for rebuilding relationships between First Nations and governments; and *Indigenous Language Education Policy: Curriculum Discussion Paper*, which outlines how Indigenous language curriculum must be place-based and grounded in Indigenous worldviews and perspectives.

Additionally, Dr. Williams assisted with research to inform the work of FNESC with representatives of the BC Ministry of Education, the BC Teacher Regulation Branch, and teacher preparation programs to make necessary enhancements to language teacher education programs in BC. First Nations language teachers are of course the very foundation of efforts to revitalize First Nations languages through the education system, promoting a continuation of First Nations languages, and instilling pride and self-esteem in students. Language teachers prepare First Nation students for academic and personal success, and also ensure that they will be able to make critical linguistic and cultural contributions within their communities. Accordingly, there is a pressing need to review the current status of First Nations language teacher preparation, education and development to ensure that existing programs and policies are meeting the needs of the BC First Nation and public education systems, and to determine that First Nations language teacher training programs are preparing teachers for the demands of their positions. In order to promote a thorough understanding of these issues, Dr. Williams, with input and direction from the First Nations Language Sub-Committee, prepared a report on Indigenous Language Teacher Preparation.

First Nations Language Curriculum Development for First Nation Schools

2017/18 Education Partnership Program funding also was used to contract with a First Nations Language Curriculum Development consultant, who worked directly with First Nation school representatives to identify common Language Essential Learning Outcomes, design matching instructional strategies, and share formative assessment tools to determine how students are progressing in their learning and whether they are reaching the expected outcomes for a first level of language teaching.

To work deeply on the development of relevant curriculum, the consultant engaged with a focus group that included language-as-a-subject and language immersion teachers from First Nation schools in BC. The focus group members met three times and provided significant input into the curriculum development process, and they also piloted the collectively developed resources throughout the past school year. The consultant also visited the classrooms of the focus group members and provided video-coaching to ensure that the teachers understood the methodology of the curriculum and were able to build their confidence in teaching with the direct instruction approach. In addition, the consultant led five regional First Nation Language Workshops that introduced the first level curricular resources for more extensive feedback and preliminary training, to complement the work of the focus group and broaden awareness and understanding of the work that is underway.

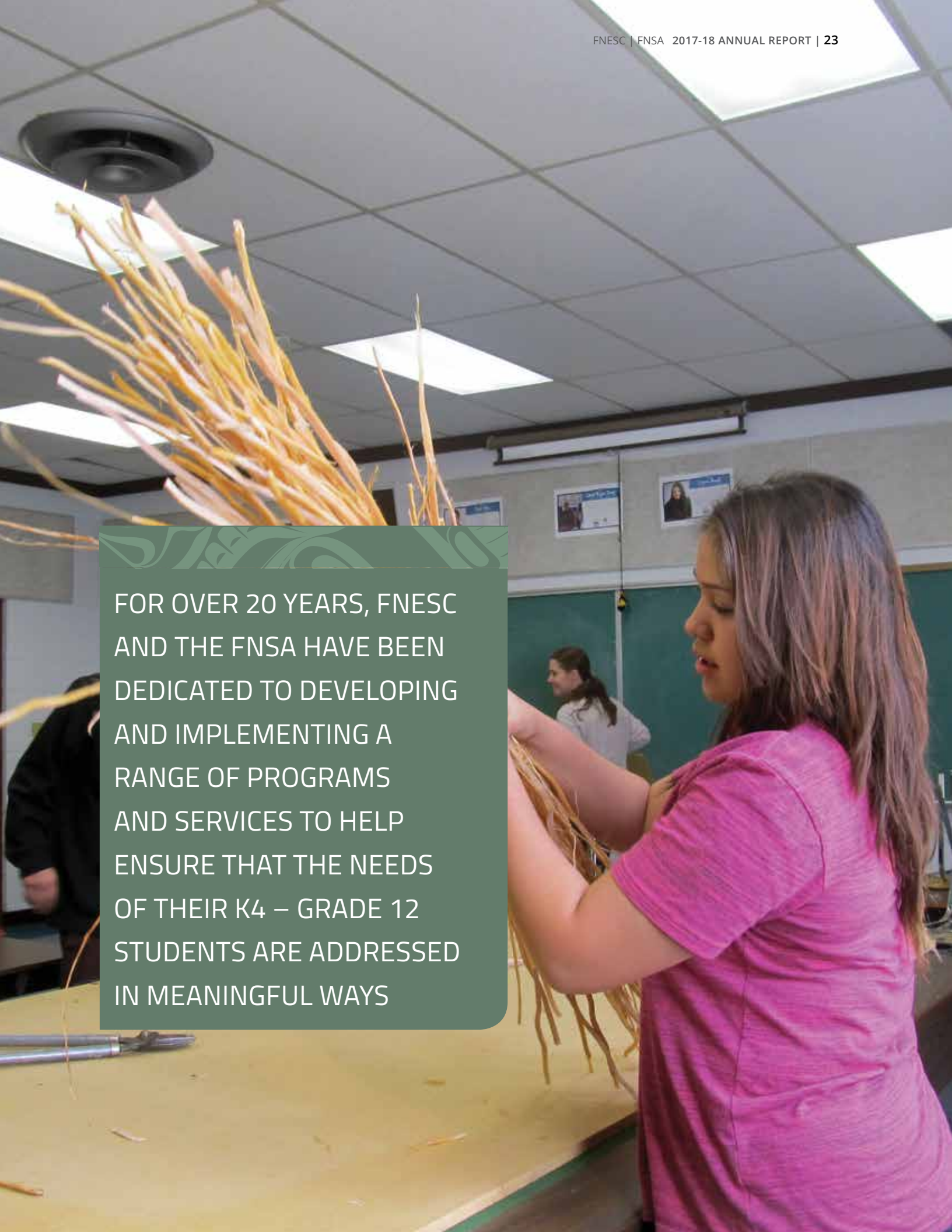
2018/19 EPP funding has again been accessed to extend and build upon the work that began in the past year; the consultant will again work directly with First Nations schools' language teachers to more broadly share the level-one teaching resources and to create a second level of materials for instruction and assessment.

HIGHLIGHTS OF THE 2017/18 FIRST NATIONS LANGUAGES INITIATIVES

- 11 teams completed the First Nations Language Teacher Mentor Apprentice Program
- Three new research reports on First Nations Language issues are now available
- Important new First Nations Language Curriculum Resources were shared in five regional workshops with 106 participants in total

Gitwangak Elementary



A photograph of a classroom where a student with long brown hair, wearing a pink t-shirt, is focused on working with a large bundle of dried, light-brown reeds or straw. She is standing at a wooden workbench. In the background, another student is partially visible near a green chalkboard. The ceiling has fluorescent lights and a circular vent. A green decorative banner with a white floral pattern is positioned behind the text overlay.

FOR OVER 20 YEARS, FNESC
AND THE FNSA HAVE BEEN
DEDICATED TO DEVELOPING
AND IMPLEMENTING A
RANGE OF PROGRAMS
AND SERVICES TO HELP
ENSURE THAT THE NEEDS
OF THEIR K4 – GRADE 12
STUDENTS ARE ADDRESSED
IN MEANINGFUL WAYS

OTHER KEY PROGRAMS AND SERVICES TO SUPPORT K4-12

Throughout the past two decades, FNEC and the FNSA have been dedicated to developing and implementing a range of programs and services to help ensure that the needs of their K4 – Grade 12 students are addressed in meaningful ways.

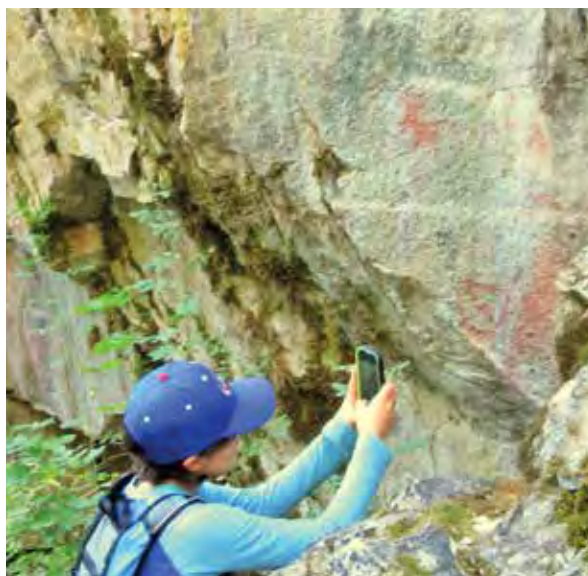
The First Nations Schools Assessment and Certification Process

The FNSA First Nations Schools Assessment and Certification Process is a five-year cycle of review and follow-up that was created by and for First Nations schools well over a decade ago. The process is now a primary component of key education agreements, including TEFA, Reciprocal Tuition, First Nation schools' access to the Dogwood Diploma, and jurisdiction.

In year one of the FNSA School Assessment process, participating schools describe all aspects of their operations, gather student achievement data and other outcome measures, and survey students, parents, school staff, and other community members to measure their satisfaction with the school's programs. Schools then review all of the information collected and analyze their strengths and areas for improvement in order to create School Growth Plans, which outline intended activities for maintaining and increasing their successes.

Schools are supported in a number of ways to help implement their internal reviews; all schools are invited to an information meeting before year one of the cycle, grants are provided to assist with effective implementation, and

Kumsheen Secondary



a School Assessment Coach is assigned to all participating schools. An external review completes year one of the process, involving a school visit from an appointed team of individuals who review the findings and the School Growth Plan in order to provide suggestions and feedback. In years two and three of the School Assessment cycle, schools are supported in implementing their School Growth Plans, with funding grants and another assigned Coach who assists and monitors implementation of the identified activities. Schools subsequently continue addressing their goals before beginning the cycle again two years later.

Interested schools may also request “Certification” by the FNSA, which requires meeting a set of collectively established standards. The external review team make its determination based on a number of criteria: the Internal School Assessment Report has been adequately completed; the school environment observed by the external team is consistent with the content of the Internal School Assessment Report; there is clear evidence that the school is meeting expectations in core programs (language arts, math, social studies, science, the First Nations Language and Culture Program, and special education); and the School Growth Plan is appropriate and feasible.

Arden Elementary



HIGHLIGHTS OF THE 2017/18 FNSA SCHOOL ASSESSMENT AND CERTIFICATION PROCESS

- **16** First Nation schools participated in the School Assessment and Certification process
- **57** First Nations schools that previously completed the assessment process, including a School Growth Plan, received a Growth Plan grant
- **66** First Nations schools are now certified by the FNSA
- Of the schools that received a School Growth Plan grant in 2017/18 who provided feedback about their involvement in the School Assessment and Certification project:
 - All but one of the fourteen survey respondents found the opportunity to complete the internal review “beneficial” or “very beneficial,” with comments indicating that the information gathered is useful for giving the school a “purpose and direction to move forward” and that it helps to “target areas where we were experiencing challenges.”
 - **94%** of respondents found the data from the assessment project surveys “beneficial” or “very beneficial,” with one respondent commenting that “feedback from our parents is helpful in moving forward.”
 - **100%** of respondents worked with an Assessment Coach and found it “beneficial” or “very beneficial.”
 - **100%** of respondents who attended the project workshop found it “beneficial” or “very beneficial,” with one person commenting: “this brought board members, administration and staff together.”
 - **94%** percent of respondents found the external visit “beneficial” or “very beneficial.” The external teams were described as “very professional” and helpful in clarifying the school’s goals. Although some respondents reported that the experience was stressful, the teams were reported to be “friendly and ... easy to talk to.”
 - **100%** of respondents found the process to be “somewhat” or “greatly” helpful in terms of school planning, with one reporting “[it gives us] a plan to improve our school’s efficacy and grow into a place that really meets the needs of the community.”
 - **100%** of respondents reported that they “occasionally” or “often” refer to their School Growth Plans, with one commenting, “we refer to the plan whenever we are looking at budgets and undertaking strategic planning,” and another noting, “since everyone was involved in the selection of the growth goals, it is a focus that leaders can remind others of.”

Professional Development Support for First Nations School Principals

Numerous studies show that effective school leadership is critical for school and student success, and that strengthening the role of principals can directly impact on various aspects of improvement, including raising standards, strengthening teacher professional development, re-focusing schools around the primary goal of student achievement, and holding schools accountable for results. There is also strong evidence of the need to pro-actively support principals so they are better able to fulfill their leadership role; all principals, both new or veteran, benefit from participating in professional learning opportunities so that they can keep current on new knowledge and share best practices. Building on that perspective, a number of activities are implemented on an ongoing basis to help principals of First Nations schools fulfill their critical role.

FIRST NATIONS SCHOOLS PRINCIPALS' SHORT COURSE

Each year, a Principals' Short Course includes presentations on topics of interest to principals and vice-principals of First Nation schools, and facilitates networking amongst school leaders who might otherwise work in relative isolation – geographically and professionally.

HIGHLIGHTS OF THE AUGUST 2017 PRINCIPALS' SHORT COURSE

- 57 First Nation school principals and vice-principals attended the event
- Of the 36 respondents to a feedback survey:
 - 97% indicated that the agenda was relevant for their work
 - 97% reported that the content was informative
 - 97% indicated that what they learned will be useful and will help them to work with their staff to improve student learning
 - 100% indicated that they would be likely to attend a future Principals' Short Course



PARTICIPANT COMMENTS

"It is important to continue our direction toward excellence for children."

"The Principals Short Course is a very useful tool for me. I find that the course content is very helpful in my practice as a principal. I also find that our group discussions are very helpful and full of information that I can use back at my school. Thank you for the ongoing support!"

"I find that the Principals Short Course is a very valuable resource for me as a Principal. I find the information presented relevant and useful for me in my school setting."

Kumsheen Secondary



THE FIRST NATIONS SCHOOLS PROFESSIONAL GROWTH PROCESS (PGP)

Established almost two decades ago and funded through TEFA since 2012, the Professional Growth Process (PGP) is intended to ensure appropriate and consistent leadership within First Nations schools in BC. Schools that are participating in the PGP receive support from Regional Principals, who work with school-based principals to reflect upon and strengthen their practice. Regional Principals assist school leaders in identifying opportunities to advance their skills in relevant areas identified through observations and collaborative discussions. Regional Principals act as role models for instructional leadership, share supervisory tools and techniques, demonstrate specific skills, and recommend professional readings and resources. The overall goal of the PGP is to build the capacity of principals to support teachers' instructional abilities and create positive learning environments and high expectations for all.

In order to promote a balance of meaningful in-person contact as well as more cost-effective program implementation, Regional Principals visit schools regularly, complemented by remote coaching using technology-based approaches as well as telephone and email contacts between visits.



PARTICIPANT COMMENTS

"Our Regional Principal provides the necessary support, literature and information I require to work through issues and problems which I have had to deal with over the past school year. The Regional Principal is always very supportive and telephones when she is unable to visit and also corresponds via email. She follows up after her school visits, which is absolutely perfect for us all, since we enjoy sharing our success stories and how we have implemented new teaching strategies and materials."

"It is very important for isolated communities where we have no contact with other schools."

"I cannot imagine doing my job without her support. Over the past 4 years I have called her during any number of crises and she always provides valuable support and advice."

"Having access to a Regional Principal reduces the isolation experienced by many principals working in First Nation schools."

"My PGP Regional Principal is my rock, honestly. Without this support I would feel isolated and alone. The support is both professional and technical, as well as moral and ethical."

"To be brutally honest, without access to a qualified Regional Principal, it is unlikely I would remain in a First Nation school; therefore, our Regional Principals work to retain our school principals."

HIGHLIGHTS OF THE 2017/18 PROFESSIONAL GROWTH PROCESS

- 53 First Nation schools were involved in the PGP process
- The Regional Principals made 212 school visits, and provided approximately 8,250 support telephone calls, emails, and remote coaching sessions
- Of the 27 respondents to a feedback survey:
 - 93% found the support they received from the Regional Principal very supportive or supportive
 - 92% believe they are better able to undertake their principal role as a result of the project
 - 89% believe their teachers have shown improvement as a result of their school's participation

Barriere Elementary



FIRST NATIONS SCHOOLS PRINCIPAL PROFESSIONAL LEARNING COMMUNITIES INITIATIVE

For almost a decade, First Nations schools in BC have been collectively using the research-based, internationally-recognized Professional Learning Communities (PLC) model, organizing their educators into collaborative teams that meet regularly to monitor student achievement data and focus on plans for improvement.

For example, participants in a Principal PLC effort have been working together to consider the role of the principal in achieving meaningful change, basing their collective work on a substantive review of student performance information to identify ways to assist students who are not yet achieving grade level expectations. To date, all interested principals/vice-principals have been able to participate in the Principal PLC process, which involves two annual face-to-face meetings complemented by monthly teleconferences of the PLC groups.



PARTICIPANT COMMENTS

"I feel that collaboration and connection with other principals certainly helps me. I am able to discuss relevant issues with colleagues and get a support network."

"Meeting with other principals and being able to share our struggles was sanity-saving."

"I learned a lot in this initiative and hope that it continues. I don't think I would have made it through the year without the support."

"I believe that the network reduces the student achievement gap by ensuring that all principals have access to collective expertise/ leadership, thus accelerating a principal's growth and ultimately advancing student learning. We know that working conditions matter a great deal for principal effectiveness and I believe the network improves principal retention rates in First Nation schools. It is one of the reasons that I continue to stay ... The network provides an opportunity for me to meaningfully collaborate with my peers, review and understand our school's data, and "tool-up." And when I am surrounded by thoughtful and motivated leaders, I feel impelled to "raise my game." The network is one of the reasons why I want to remain leading a First Nations school. I don't believe I would have access to this level of support within a public system. As a principal, I feel supported. My school's problems are not uncommon to other schools' problems. We come together as a team and we work out solutions together. The network has been a real learning process for me, as a professional. I continue to "sharpen the saw." To top it off, our jobs are complex and exhausting, and the PLC model "charges my batteries" and it "reignites my passion." ... I think it may reduce Principal burn-out, for I know it reduces mine."

HIGHLIGHTS OF THE 2017/18 PRINCIPAL PLC INITIATIVE

- 66 principals were involved in the Principal PLC
- Of the respondents to a feedback survey:
 - 87% of the participating principals found the experience relevant to their work
 - 93% found the initiative useful
 - 94% believe that the PLC experience has supported them in improving their principal practice

First Nations School Teacher Professional Development

Research shows that teachers matter, but that teachers also differ significantly in effectiveness. The expertise of each school's teaching staff depends to a large extent on their access to quality professional development. In fact, teachers and other staff in First Nations schools, who often work in significant isolation, have particularly noted the importance of professional development opportunities for their continued growth, and FNSA and FNESC therefore have prioritized the organization of initiatives designed to meet teachers' needs.

COACHING SUPPORT

A comprehensive in-school coaching initiative is implemented to provide direct support from individuals with expertise in literacy development, First Nations language and culture programming, and the effective implementation of the FNSA School Assessment and Certification Process. (Special education and technology coaching is also provided, as described in the related sections of this report). The coaching efforts are consistent with widespread evidence that in-school, relationship-based professional development strategies are the most effective way to improve the skills and performance of teachers and school leaders and to promote positive, long-term change.

HIGHLIGHTS OF THE 2017/18 COACHING INITIATIVE

The coaches collectively ...

- Made 102 school visits
- Spent 112 days in schools
- Provided 45 video coaching sessions
- Visited 60 different schools

PROFESSIONAL LEARNING COMMUNITIES INITIATIVE

In addition to the Principal PLC, described above, collective PLCs are also organized for teachers in First Nations schools. For example, one specific PLC brought together First Nations language teachers from across the province to create essential learning outcomes for language learning, and to consider the development of common assessment approaches and tools.

HIGHLIGHTS OF THE 2017/18 FIRST NATIONS LANGUAGE TEACHERS PLC

Of the 21 respondents to a feedback survey:

- 81% of respondents found the experience very relevant or relevant
- 90% found it very useful or useful
- 85% reported that the experience supported them in improving their educational practice



PARTICIPANT COMMENTS

"I enjoyed participating in the workshops. I like finding out how other schools are doing and where they are going."

"I can easily translate the materials into our language."

"I enjoy the meetings, as gathering together to get more information is very useful. Looking forward to the next meeting. Thank you for your time."

HIGHLIGHTS OF THE 2017/18 TEACHER PLC

- 177 teachers participated in the Teacher PLC initiative
 - 17 Teacher PLC meetings were organized
- Of the 103 respondents to a feedback survey:
- 90% found the experience very relevant or relevant
 - 82% found it very useful or useful
 - 85% believe the experience has supported improvements in their education practice

Other teacher PLCs of various grade levels also come together regularly to collaboratively consider what each student should learn, how to know when students are learning what is intended, and what to do if students are experiencing difficulty in achieving the identified essential learning outcomes. The grade group teachers meet face-to-face twice each year, complemented by teleconferences every 4 – 6 weeks and with additional webinars to reduce costs and the travel burden for participants. There are approximately 40 - 45 teachers in each of the teacher cohort groups for K4, K5/Grade 1, Grades 2/3, Grades 4/5, Grades 6/7, high school, and adult education.



PARTICIPANT COMMENTS

"My practice was improved by being able to make connections with other educators, sharing best practices and discussing challenges in a proactive way."

"I have been a part of the PLC from its inception. It has helped me grow each year."

"We work in such small schools there are no other teachers to talk with to discuss grade level ideas or improvements."

"I am so glad that I joined a PLC. It has improved my focus and practice this year ... I think it greatly benefited my students because we shared resources that I wouldn't have otherwise known about."

"I have had the pleasure of participating in the PLC program for the past three years. I feel extremely fortunate to have had the opportunity to work with such a talented, supportive and passionate group of people. I am thankful for the growth I've experienced as a result of the PLC activities and the accountability of the group as a whole to ensure no learner gets left behind. Our students are fortunate as well to have such committed and dedicated staff working as their advocates."

Skeetchestn Community School



Curriculum Resource Development and Promotion

It is well understood that high quality, relevant curriculum resource materials are critical for promoting a range of First Nations education goals. Accordingly, this program area has been an important focus for a number of years, involving the creation and sharing of new materials and information with interested educators in public and First Nations schools, as well as through the K-12 Aboriginal Education and the Aboriginal Post-Secondary and Training Partner Groups, at speaking events throughout the year, and through social media.

SECONDARY SCIENCE FIRST PEOPLES RESOURCES AND PROFESSIONAL DEVELOPMENT

In 2017/18, FNESC and the FNSA began developing important new resources for schools to promote the integration of the rich body of First Peoples (unappropriated) knowledge and perspectives into science courses at the grades 10 - 12 levels, and a workshop focused on Secondary Science First Peoples offered participants an opportunity to explore a first draft of the resource, participate in professional conversations related to teaching about First Peoples science knowledge in thoughtful ways, and provide feedback to inform further drafts of the new materials. Before finalization, the Secondary Science First Peoples resources will be subject to a rigorous pilot and review process, after which the resources will be launched and made freely available online.

FIRST NATIONS GOVERNANCE MODELS RESOURCES AND PROFESSIONAL DEVELOPMENT

In 2017/18, FNESC and FNSA also focused on teaching about governance models at the elementary and secondary level, and a related workshop was organized to gather input into the new resources, which will now go through pilot projects and a thorough review before becoming available online.

MODERN DAY TREATY IN BRITISH COLUMBIA RESOURCES AND PROFESSIONAL DEVELOPMENT

In the past year, FNESC and FNSA launched the preparation of new elementary and secondary level teaching resources related to the BC modern day treaty process. Draft versions of the new resources were reviewed by First Nations representatives, facilitating important dialogue and networking and allowing feedback to inform the continued development of the new materials. Following pilot projects and further review, the resources will be posted online.

ENGLISH 10, 11, AND 12 RESOURCES REVISION AND PROFESSIONAL DEVELOPMENT

FNESC and FNSA have now finalized the process of updating and revising the English First Peoples (EFP) 10, 11, and 12 resources to reflect changes to the English 10, 11, and 12 curricula. The resources for EFP 10, 11, and 12 support the study of written, oral and visual texts that represent authentic First Peoples' voices and perspectives, and emphasize the importance of culture in language and communication. Three FNESC/FNSA workshops offered participants an opportunity to explore the new resources for teaching about First Peoples texts / literature in thoughtful ways, and two additional workshops were included at other public education events last year.

SCIENCE FIRST PEOPLES GRADES 5-9 RESOURCES AND PROFESSIONAL DEVELOPMENT

Science First Peoples for Grades 5 - 9 describe how the rich body of First Peoples (unappropriated) knowledge and perspectives can be incorporated into science courses, and five workshops were organized by FNESC and FNSA to raise awareness of these resources and promote their effective use in BC schools. Four additional workshops at public education events also helped to support the integration of these new materials into classrooms around the province.

INDIAN RESIDENTIAL SCHOOL RESOURCES AND PROFESSIONAL DEVELOPMENT

Residential Schools and Reconciliation resources are being used by teachers across BC who are committed to respectfully and sensitively including Indian Residential Schools and Reconciliation in their teaching, and four related workshops in the past year were intended to expand this usage for the benefit of learners in both the First Nation and public school systems.

FIRST PEOPLES PRINCIPLES OF LEARNING AND FNESC/FNSA RESOURCES PROFESSIONAL DEVELOPMENT

A FNESC/FNSA workshop was organized to support the authentic integration of the First Peoples' Principles of Learning and FNESC/FNSA resources into classrooms for all grades and curricular areas. Workshop participants were afforded the opportunity to explore available FNESC/FNSA curriculum resources and participate in dialogue related to infusing

HIGHLIGHTS OF THE 2017/18 CURRICULUM DEVELOPMENT WORKSHOPS

- 185 participants in Residential Schools and Reconciliation Workshops
- 325 participants in Science First Peoples 5-9 Workshops
- 145 participants in English First Peoples Workshops
- 595 participants in First Peoples Principles of Learning Workshops
- 15 participants in First Nations Governance Models Workshops
- 15 participants in Modern Day Treaty in British Columbia Workshops
- 20 participants in Secondary Science First Peoples Workshops
- 30 participants in the First Nations Authorized Course Development Workshop

classrooms and schools with First Nations content and perspectives in respectful and thoughtful ways. Seven additional workshops also were provided at other public education events.

FIRST NATIONS AUTHORIZED COURSE DEVELOPMENT

Many First Nation schools are regularly creating and using locally-developed courses that are designed to reflect the unique needs and circumstances of their communities and students. To complement this work, FNSA and FNEC are working toward a First Nations Course Authorization Process developed by BC First Nations school representatives. To advance these efforts, a workshop was offered to educators in First Nations schools to provide participants an opportunity to examine and learn about the process for developing a course that would be eligible for First Nation authorization, and to gather input into the proposed authorization criteria and support materials.

REVISION OF ENGLISH FIRST PEOPLES 10, 11 AND 12 COURSES

EFP courses are a valuable addition to the high school curriculum, offering students of all backgrounds the opportunity to explore First Peoples' worldviews through literature. EFP 12 is designed to satisfy the grade 12 English Language Arts graduation program requirement and to satisfy the entrance requirements for a full range of post-secondary educational programs. In 2017/18, work continued on the revision of the EFP 10, 11 and 12 curricula to correspond to the changed structure of all BC curriculum, and there are now four EFP 10 courses, three EFP 11 courses and one EFP 12 course. The curriculum will be implemented in the 2019/20 school year.

SUPPORTING INCLUSION OF FIRST PEOPLES CONTENT AND PERSPECTIVES IN BC CURRICULUM

In 2017/18, work continued to support the inclusion of First Peoples content and perspectives in the revised BC curricula for grades 10 - 12 in all subject areas and in the new provincial Numeracy and Literacy Assessments for all students.

Gitwangak Elementary



Data – Promoting Evidence-Based Decision Making

Today, there is a growing recognition of the need to use data to inform decision-making, monitor instructional and program effectiveness, meet school planning needs, and maintain accountability to parents, communities, and funding agencies. Data can help educators decide what actions to take to improve instruction, change practice, or reform schools. Data also provides quantifiable evidence for meaningful, ongoing dialogue with families and communities. First Nations schools are therefore being supported in the use of student assessment data and other performance indicators for the identification of necessary improvements.

For example, the in-school coaching available for First Nations school staff provides direct mentoring and assistance for the implementation of student assessments, as well as assistance to support the analysis of student results and inform instructional choices. On a very practical level, a number of in-service and training workshops have been organized, and financial assistance has been provided for the purchase of recommended standardized student assessment tools – the Dynamic Indicator of Basic Early Literacy Skills (DIBELS) and the Canadian Achievement Test 4 (CAT4). Finally, TEFA funding has been used to support collective analysis and scoring of DIBELS and CAT4 results, and staff regularly review the data to inform programming.

HIGHLIGHTS OF THE 2017/18 DATA SUPPORT INITIATIVES

- 70 of the 75 schools that can be using DIBELS are doing so (i.e. those that offer grades K5 – 6)
- All TEFA-participating schools that offer the relevant grade levels are now using CAT4
- 76 First Nations schools were supported with CAT4 scoring
- 70 First Nations schools were supported with DIBELS collective data analysis

Information and Communications Technology Support Programs

For over a decade, FNESC and FNSA have been striving to support First Nations schools' information and communications technology (ICT) programming, which is crucial for ensuring that students in First Nations schools are able to access modern skills and knowledge that are needed in today's society. In fact, FNESC and FNSA activities focused on ICT have increased significantly in the past several years, as described below.

DATA RECORDS AND USER MANAGEMENT SYSTEM (DRUMS)

First developed in 2010, the Data Records and User Management System (DRUMS) has provided 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 and for First Nations schools in BC in order to meet individual school needs, inform programming at the local and collective levels, and facilitate easier reporting to communities, parents, and funding agencies. DRUMS allows First Nations school staff to manage student attendance and performance information, input course enrollments, produce report cards, and report effectively on their programs. Regular training opportunities are organized for schools that are using DRUMS, and FNESC and FNSA communicate with the schools on an ongoing basis to ensure that the system remains relevant and effective.

HIGHLIGHTS OF THE 2017/18 DRUMS

- 87 First Nation schools participated in the DRUMS initiative
- 42 First Nation schools participated in the DRUMS training

HIGHLIGHTS OF THE 2017/18
DRUMS

Of the 20 respondents to a feedback survey:

- 89% reported that DRUMS is useful in supporting their school's data and records management needs
- 61% found it useful for reporting on TEFA performance measures
- 81% found it user-friendly
- 74% found the related training effective and helpful

HIGHLIGHTS OF THE 2017/18
TECHNOLOGY SUPPORT LINE

942

phone information requests were answered

1,023

email information requests were answered



PARTICIPANT COMMENTS

"Bugs and reporting issues have been improving over the last year or so, and support has become more timely and responsive."

"The interface is very user friendly! I love how easy it is to create the many different reports that we use in the school."

"I definitely appreciate the willingness of the support team to offer help! It has consistently been thorough."

"I think the DRUMS personnel are helpful when needed and that they are making improvements based on user feedback. Thank you."

TECHNOLOGY SUPPORT LINE

With TEFA funding, a toll-free technology support line has been available since 2012 to support First Nations school staff who require assistance with ICT programming. Schools can call about ...

- Hardware – including trouble with computers (including Macs) / Smart Boards / PanaBoards / Tanbergs / SonicWalls / routers / videoconferencing, etc.
- Software - including upgrades, licensing, warranties, product suggestions and software use
- Connectivity – such as trouble connecting to the Internet, connectivity speed, etc.
- Funding and Purchases - tips for accessing funding, estimating costs, and accessing bulk purchasing opportunities to save money
- DRUMS – questions about the First Nations schools student information system

Kinnikinnick Elementary



TECHNOLOGY UPGRADES FOR FIRST NATION SCHOOLS

In a very exciting new development, in February 2017 ISC provided \$1,386,275 to fund the purchase of new computers for First Nations schools in BC, which provided for half of the computers needed to meet minimum ICT equipment standards for First Nations schools – recognizing that none of the schools met provincial standards prior to this initiative. 2017/18 Education Partnership Program funding also allowed for the purchase, set-up, and delivery of the second half of the necessary computer equipment for First Nation schools. In an effort to use that funding in a cost-effective way, schools were provided with a funding allocation and options for ordering laptops, PCs, tablets and accessories such as monitors, keyboards, and tablet covers. Additionally, in the past year FNESC and FNSA implemented the first phase of a two-year initiative to upgrade the connectivity of First Nations schools in BC. In the 2017/18 fiscal year, upgrades were made in 39 locations, with plans developed for addressing an additional 73 sites by December 2018. First Nation schools across the province have expressed their appreciation for these very important new opportunities that will help the schools to provide 21st Century learning opportunities to their students.

REGIONAL ICT SUPPORT TECHNICIANS

2017/18 also saw the introduction of another new initiative for First Nations schools in BC – the availability of ICT technicians who were able to visit schools to share expertise and support. Using funding accessed through ISC's Education Partnership Program, four ICT resource technicians were available to respond to the unique needs of First Nation schools in regard to ICT and educational programming. The ICT resource technicians were able to visit all TEFA-participating schools in BC at least once, and they found that many of the schools that received assistance had no IT support available locally and the schools faced a variety of issues that the technicians were able to resolve in a timely way. The Resource Technicians also found that some existing equipment within the schools was being ineffectively or under-utilized, and the much-needed technical advice was useful in changing those situations.



PARTICIPANT COMMENTS

"I'm writing to thank FNESC for providing a regional skilled technician physically in our Region! [The technician] prepared for and dropped in from Prince George for 2 full days of work in our 3 neighbouring schools and completed a tremendous amount of trouble shooting, repairs and recommendations in short order! He was a pleasure to work with, hard working and highly professional. I was glad to hear we can actually start taking items to him in PG to repair, as well as call on him for more visits! Fantastic support for our "technology in the sticks" challenges! I'm sensing other schools cheer this on as well from his busy schedule!"

HIGHLIGHTS OF THE 2017/18 TECHNOLOGY UPGRADES

1,157

computers were purchased for First Nation schools

39

school sites were provided Internet connectivity

HIGHLIGHTS OF THE 2017/18 TECHNOLOGY SUPPORTS

- The ICT Resource Technicians visited 131 schools and responded to approximately 950 phone call requests for assistance

Of the 30 respondents to a feedback survey:

- 80% reported that the technology services were relevant to their school's needs
- 73% found the services useful
- 76% reported that the services were adequate for their needs – with several people commenting on the need for additional supports

HIGHLIGHTS OF THE 2017/18 CONNECTED CLASSROOMS PROGRAM

22

Connected Classrooms sites are now operational, meaning that they are set up to jointly offer courses

12

schools participated in the Connected Classrooms initiative, and collectively offered eleven courses

- Courses were provided to a total of 85 different students (some students registered in more than one course)
- Results for all of the 2017/18 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.
- For courses that ended in June 2017, 88% of the registered students passed
- For courses completed in January 2018, 82.75% of the registered students passed

"The Regional Technician has been working at our school throughout the day. We are very pleased to have had such a brilliant and kind person working on our technology equipment and computers. It was such a great surprise to learn that he will be working for FNEC this year."

"The contractor was communicative and friendly. He was flexible with his work hours to accommodate our short timeline, as well as working outside of school hours so as not to interfere with teaching and learning opportunities for the students."

"They're great. Look forward to having them in the school again."

"Our Regional Tech Support guy is always helpful and his help is most appreciated. Hoping this support continues and if we could have more visits, that would be great, too."

Connected Classrooms Initiative

The Connected Classrooms initiative was created to address the circumstances of many First Nation high schools that are small and remote, which creates difficulties offering a variety of courses and attracting specialized secondary teachers. Connected Classrooms allows First Nation schools to offer a range of courses required for high school graduation through a highly supportive online learning approach, currently focusing on higher level math, science, and English First Peoples courses for grade 10-12 students.

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 as the students participate in a real time virtual classroom with an instructor qualified to teach the subject, complemented with in-person support from an on-site educator. Students have attributed their success in Connected Classrooms courses to their ability to see and interact with the remote and on-site teacher, as well as other students.

Kumsheen Secondary



Teacher Recruitment and Retention Support Activities

Effective recruitment and retention practices are one of the key aspects of operating a strong school. Student achievement and success depend to a large extent upon the quality of the staff members who interact with learners while they are in the care of the school. Successful school leaders work continuously to select the right people for available employment positions, support their continued commitment to the school and its students, and develop their staff to ensure they can make the most positive contributions possible. First Nations communities and schools in BC therefore are committed to pro-actively addressing the key issues of teacher recruitment and retention, and FNSA and FNESC implement several specific, practical activities to directly support schools in implementing effective employment practices.

For example, an *Employment Handbook for First Nations Schools* is available, and three separate but related resources have been created to provide additional support: *A Guide for Training Sessions for First Nations Schools: Employee Recruitment Practices*; *A Guide for Training Sessions for First Nations Schools: Employee Retention Practices*; and a “brand” for First Nations schools in BC to bring greater attention to the unique and positive job opportunities the schools offer to potential educators.

Since 2012/13 those opportunities have been complemented through an ongoing partnership with Make a Future, a recruitment initiative created by the BC Public School Employers’ Association. With TEFA funding, First Nations schools have had access to the Make a Future services and its web site – which innovatively promotes employment opportunities to a broad audience and enhances the recruitment efforts of First Nations schools. See www.makeafuture.ca for more information about this opportunity.

To build upon those initiatives, beginning in spring 2018 a new Human Resources (HR) Coach will be available to share advice, support and related resources, such as template letters, forms, policies, and guidelines.

In addition, the issue of First Nations teacher recruitment and retention in public schools is a pressing concern. There is a significant discrepancy between the proportion of First Nations students and First Nations teachers represented in the BC public education system, underlining the importance of pro-active efforts to address this critical issue. A First Nations Teacher Recruitment and Retention Deployment Strategy is therefore being developed by the K-12 Aboriginal Education Partners Group, with active involvement by FNESC representatives.

HIGHLIGHTS OF THE 2017/18 TEACHER RECRUITMENT AND RETENTION ACTIVITIES

25

new Make a Future employer accounts were created, for a total of 158 active First Nations school employer accounts

199

teacher jobs in First Nations schools posted

- There was an average of 261 job posting views
- 5 Effective Hiring Practices and Branding Workshops were organized

HIGHLIGHTS OF THE 2017/18 INFORMATION SHARING WORKSHOPS

4

Information Sharing Workshops

67

participants

Based on feedback surveys:

- 93% of the participants found them excellent or very good
- 94% found the content excellent or very good
- 100% of the attendees found the presenters informative and very or somewhat able to answer their questions

Information Sharing About BC Public Education Issues and Support for Local Education Agreements

INFORMATION SHARING WORKSHOPS

Throughout the last two decades, First Nations, FNE SC, and Ministry of Education representatives have been working collaboratively to promote increased First Nations involvement in the BC education system, based upon enhanced partnerships between provincial-level organizations as well as strong, cooperative relationships at the local level. In order to enhance those partnership efforts, 2017/18 Education Partnership Program funding was accessed to sponsor four regional information sharing workshops to support First Nations' collaborative dialogue and strategy development initiatives with the BC Ministry of Education, provincial school districts, and BC public schools.

One of the key topics discussed during the regional workshops was the ongoing work by FNE SC and the BC Ministry of Education to ensure access by First Nations to data specific for their students attending public schools. The regional meetings also allowed FNE SC to share advice with First Nations representatives for reviewing and interpreting that data. The workshops provided an opportunity for in-depth discussions about ongoing changes being implemented in the public education system, including new curricula, the Ministry of Education's move from provincial exams to literacy and numeracy assessments, as well as the potential changes to special education policies and procedures that are still under consideration. The Ministry's announcement of a new Indigenous Languages Policy and the Ministry's Funding Review were also key topics for consideration and feedback. Additionally, the meetings allowed FNE SC to raise awareness about a new letter of agreement signed by FNE SC, BC and Canada related to the payment of tuition for on-reserve students in BC's public schools, which sets the stage for improvements to accountability mechanisms that will assist in improving First Nations education.

LOCAL EDUCATION AGREEMENT SUPPORTS

FNE SC also used 2017/18 Education Partnership Program funding to continue activities related to the establishment of Local Education Agreements (LEAs) – i.e. arrangements between BC First Nations and School Boards that describe mutually agreed upon goals aimed at supporting First Nations students attending public schools. LEAs generally outline a variety of strategies that both parties agree will result in greater student success, and they are the mechanism through which federal funding for identified First Nations students is distributed to school districts and Independent Schools through First Nations. Although the effectiveness of LEAs varies across the province, many First Nations community and school district personnel value the benefits the agreements create. They can result in open communications and careful consideration of strategies and supports that are identified as appropriate by First Nations people.

Given those potential benefits, as well as the fact that almost half of BC First Nations have not yet achieved such an agreement, FNESC has been striving for several years to promote an increasing number of comprehensive LEAs in BC, which is reflected in the increase in the number of LEAs signed in BC in the last 10 years.

- Information gatherings involving well over 500 people have facilitated an exchange of information about LEAs and how the agreements might better contribute to the success and achievement rates of First Nations students attending public or independent/private schools off reserve.
- Individual sessions involving experienced, professional facilitators have assisted First Nations and school districts in renewing their commitments to LEAs.
- Significant effort has been made to consider LEA issues within the context of the BC Ministry of Education's Framework for Enhancing Student Learning and its Aboriginal Education Strategic Plan.
- A comprehensive repository of knowledge related to LEAs is available and continuously updated on the FNESC website (www.fnesc.ca/lea).
- An LEA Toolkit provides an overview of contextual factors, the provincial policy framework, and the process for planning, negotiating, and implementing LEAs. Questions raised, promising practices, and lessons learned have been integrated into the document over time, and the Toolkit has been amended at least yearly, as policy or legislative changes arise and/or as new information becomes available.

In the past year, Education Partnership Program funding was used to build on those foundational activities by supporting the work of an LEA Sub-Committee to direct FNESC's LEA activities and a LEA Manager who is available to travel to First Nations communities to support preparations for LEA negotiations, participate in meetings between First Nations and School Boards to assist with negotiations, and provide guidance, advice, resources, data, etc. to support the creation and negotiation of effective LEAs. In the past year, the LEA Manager worked with over 53 First Nations, providing services that included advice and support for LEA negotiations and implementation; assistance with drafting communications and documents; and site visits and presentations to community members, Education Authorities, and Chiefs and Councils. The Manager also undertook research and policy development related to LEAs.

Finally, a large provincial meeting focused on LEAs was held in February 2018 to promote LEA developments and enhancements. The meeting participants highlighted numerous ideas for improving education settings for the benefit of First Nations students, including ways to improve communications, bring greater attention to First Nations languages, cultures, and relevant curricula, enhance accountability mechanisms, and support more meaningful LEAs in the province.

HIGHLIGHTS OF THE 2017/18 LOCAL EDUCATION AGREEMENT SUPPORT ACTIVITIES

19

site visits by the LEA Manager

115

participants in the February provincial gathering, representing 87 different First Nations, Education Authorities, and Tribal Councils

Of the 62 provincial meeting participants who completed a feedback survey:

- 93 % found the meeting excellent or very good
- 93 % found the content excellent or very good
- 97 % found the presenters informative and able to answer their questions.



PARTICIPANT COMMENTS

"Excellent data provided. Great discussions to support the information/knowledge we obtained."

"Our community is in the planning stage and this workshop has been very helpful. I discovered FNESC templates to guide this process."

"I found the conversation valuable and feel empowered to go back to negotiate our LEA adequately."

Special Education Program

The Special Education Program (SEP) supports First Nations schools in meeting the needs of all of their students. The program is implemented using an intervention-based approach to special education delivery, involving 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 the early identification of special needs, as addressing the exceptionalities of younger students offers the best opportunity for mitigating challenges and giving students the greatest chance of long-term success.

In addition, the SEP program in BC includes both funding at the school-level to promote direct supports for students with special needs, complemented by collective initiatives to create economies-of-scale and increase access to necessary expertise and special education materials for all schools in BC.

Accordingly, each year all First Nations schools are provided an allocation to support their special education programming, with accompanying workplans, reporting, IEP requirements, and additional responsibilities set out in contribution agreements. In addition, a separate portion of the BC SEP funding is allocated through a proposal process for students with special needs who cannot be served using each school's annual grant. Using these funds, First Nations schools have made great progress in terms of their special education programming.

In addition, collective activities are implemented each year to maximize the benefits of the SEP funding and help First Nations schools access programs and services for their students. The special education services are allocated in a variety of ways, depending on the specific intentions of the services. Among the services being provided are the following.

- SEP staff share information with schools, answer questions, organize services, and provide overall management to ensure the effective operation of the SEP program. The SEP staff also provide ongoing assistance to all interested First Nations schools in BC through professional development workshops, to which all First Nations schools are invited to send representatives. In addition, in-school support is provided from coaches with a range of specialized skills who have been added to the core FNEC staff to provide ongoing assistance through a flexible approach intended to address the broad array and changing needs of students throughout the province. To date, all schools that have requested support from a SEP staff member or Coach have received it before the end of the school year.
- SEP-sponsored Speech Language Pathologists (SLPs) are working in a number of First Nations schools in various regions of the province. The SLP services provide teachers and education/learning assistants with information and language development strategies that are of benefit to all students, and assessment and intervention recommendations are provided for specific students with exceptional language learning needs.
- FNEC/FNSA-contracted Occupational Therapists (OTs) also are now working in over 30 First Nations schools throughout the province, providing families and school staff with training and information on the motor development of children, as well as student assessments and follow up, including intervention recommendations.
- Additional specialists are providing coaching through pilot projects focused on Assistive Technology, physiotherapy, and autism. Students receiving these services have been identified through assessments and SEP staff visits to schools.
- BC First Nations schools also participate in a provincial-level Coordinated Psycho-Educational Assessment initiative for students referred for potential learning and behavioural disabilities. This initiative involves

FNEC consultants organizing individual psycho-educational assessments in First Nations schools in BC in order to determine students' needs, establish follow-up procedures, recommend interventions, and provide direct supports for students, as appropriate. Overall, the Coordinated Psycho-educational Assessments provide First Nations schools with the opportunity to have assessments completed for students with complex needs, to meet with psychologists, to enhance access to specialists who have direct experience related to First Nations schools, and to offer better interventions for their students. The importance of continued student assessment support is evidenced by the fact that many First Nations schools choose to use a portion of their SEP allocation grants to fund psycho-educational assessments, reflecting the fact that the coordinated approach cannot meet all needs in this regard.

- Services through the SLP, OT and the Coordinated Psycho-educational Assessment initiatives are allocated through an application process. To date, all schools that have met the application criteria have been provided these types of supports.
- Behaviour coaching visits are also scheduled through requests, with first priority given to schools that enroll students with extra-ordinary needs who do not have access to behaviour supports through school-based counselors. Schools also are encouraged to organize regional workshops to coincide with individual school visits in order to make the most efficient use of the Coach's time and to minimize travel costs, and phone support is provided to all interested schools in as timely a way as possible.
- The BC SEP funding annually sponsors training for Education Assistants who are working with students with exceptionalities, to help them with literacy and numeracy instruction, behaviour management, effective participation as a school team member, and work with students who have specific exceptionalities. In addition, seven Learning Assistance Teacher (LAT) Networks are now being facilitated, through which LATs meet regularly through teleconference for advice and information sharing. Beginning in 2017/18, the LATs have been able to meet as a whole group for two days to receive professional development on relevant topics. All LATs in First Nations schools are welcome to join in this initiative.
- In addition, consistent with the preventative intervention-based model, schools are expected to screen all students to identify those who, despite a strong general education program, require extra supports and interventions. To support that approach, SEP involves pro-active assistance and professional development efforts to promote the use of student assessments for formative

HIGHLIGHTS OF THE 2017/18 SEP ACTIVITIES

122 schools were provided 2017/18 SEP grants

22 schools reported on 2017/18 SEP grants

1904 students supported through SEP grants (school and additional grants)

105 students provided an Assessment through the coordinated educational psychology initiative

359 school visits made by Special Education Managers and Coaches

109 schools visited by Special Education Managers and Coaches

182 new IEPs/SMART Goals facilitated by consultants

122 schools received second level SEP services

48 schools visited by SLPs

221 school visits made by Speech Language Pathologists (SLPs)

622 students supported through FNEC-sponsored SLP services

14 students provided assistive technology supports

43 schools supported by Occupational Therapists

64 school visits made by Occupational Therapists

201 students supported through FNEC-sponsored Occupational Therapists services

163 workshops provided by SEP Staff (Managers, Coaches, SLPs & OTs)

6178 contacts made to schools (toll-free line and emails)

HIGHLIGHTS OF THE 2017/18 SUMMER LEARNING PROGRAM ACTIVITIES

33

summer learning programs
supported

550

students participated in a sponsored
summer learning program

and screening purposes – to ensure that all students are learning at high levels and to identify any students who may require specific interventions to ensure their long-term educational success. Assessment results are not intended to be used as the sole indicator of students' needs, but they serve as an important piece of information for data-based decision making within a larger system of support.

- Finally, specialized supports and materials are also provided for students who require specific assistive technologies in order to access the curriculum and demonstrate their progress in learning.

Summer Literacy Programs

Using 2017/18 First Nations Student Success Program Early Literacy funding, FNEC and FNSA were excited to offer, for the third time, a project intended to address the well-recognized problem of “summer slide” – a loss of learning amongst students during long breaks from school. It has long been known that students typically score lower on standardized tests at the end of summer vacation than they did on the same tests used at the beginning of the summer – which impacts on long-term student achievement rates.

Following a request for proposals, 33 First Nations schools were provided a grant to offer summer learning programs to extend students' literacy learning from the regular school year, complemented with recreational and First Nations language and culture learning opportunities for students in kindergarten to grade 3.

Data gathered to evaluate the pilot programs suggest promising results from the summer literacy opportunities – in spite of the challenges that arose due to the 2017 extraordinary fire season.

- 50% of students who were enrolled in a Summer Learning Program experienced summer slide – even though these students were disproportionately identified as struggling readers prior to the programs.
- 52% of their classmates who did not participate in a summer program experienced summer slide – although 22% fewer of these students tested as well below grade level before the summer learning programs, in comparison to the cohort of participating students.
- 59% of students in randomly selected control schools that were not provided a program grant experienced summer slide – although 18% fewer of these students tested as well below grade level before the summer, in comparison to the cohort of participating students.

These results are perceived as positive, and additional programs are being offered in summer 2018 to further this important investigation.

The First Nations Parents Club

The First Nations Parents Club was designed to support the key role that parents play in the educational success of their children by sharing information, support, and encouragement for parents' efforts, including supporting locally-based clubs with newsletters, incentive prizes, and parenting resources. This year, phone calls and introductory packages were sent to all First Nations schools and registered Parent Clubs, and all Clubs received incentive materials, a regular newsletter, and an annual calendar full of informative tips for family education support and involvement. Parent Kits were distributed at the beginning of the school year with meal-time conversation starters, Aboriginal Learning Links magnets, the Club Handbook, and other practical resources to support parents in keeping connected, supporting, and advocating for their children in school-related matters. In addition, funding grants were distributed to sponsor activities such as luncheons, guest speakers for parent workshops, and resources to encourage involvement and learning.

Additionally, FNEC/FNSA held a Parents Conference on Student Mental Health featuring guest speakers and interactive workshops on subjects including coping with anxiety, spiritual needs of youth, bullying, building a strong identity, disconnect to reconnect, reconciliation, child development, and online safety, among others.

The Seventh Generation Club Stay in School Initiative

Since 1997, the Seventh Generation Club has worked to provide fun, age-appropriate and engaging opportunities for all First Nations students in BC to learn about the importance of healthy choices, participate in sports and community activities, and, most importantly, appreciate the importance of regular school attendance and staying in school.

With support from the First Nations Health Authority, all club members receive an annual daytimer, providing them with information to help them succeed in school, prepare for higher education, and engage in career planning at an early age. The daytimers feature pictures and photos contributed by schools and students, as well as significant content about health careers, nutrition and wellness. The daytimers are intended to help students develop organizational skills to succeed in school, prepare for higher education, and engage in career planning at an early age.

In addition to the daytimers, the Seventh Generation Club sponsors regular newsletters, a sports day, and contests to promote the Club's goals.

HIGHLIGHTS OF THE 2017/18 PARENT CLUB ACTIVITIES

92

Parents Clubs in BC

2,000

Parent Club members

- 34 Parent Club grants awarded *
- 167 participants in the Parents Conference

* 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.

HIGHLIGHTS OF THE 2017/18 SEVENTH GENERATION CLUB

8,700

Seventh Generation Club members representing 130 different schools

- 35 Seventh Generation Club Coordinators who replied to a feedback survey about the Club consistently expressed their appreciation for and overall satisfaction with the Daytimers, which they found very valuable. In particular, they noted that the Daytimers provide informative facts, Indigenous themes, practical layout, pictures from the clubs, and strong communication with parents.

HIGHLIGHTS OF THE 2017/18
FNIYES ACTIVITIES

161

communities funded through SWEP

5,633

youth supported through Career
Promotion & Awareness Program

4,540

students sponsored for Cooperative
Work Placements

1,795

student participants in Science and
Technology Programs

625

students sponsored through the
Mentored Work Placement Program

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, and it consists of two distinct programs.

1. 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.

2. 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.

Skeetchestn Community School; Barriere Elementary



First Nations Health and Science Promotion Initiative

For the past several years, the First Nations Health Authority has provided funding to sponsor a First Nations Health and Science Career Promotion (FNHSCP) Program, which has enabled First Nations to offer their students health and science educational and career planning activities. The program is intended to encourage students to consider and prepare for health and science related careers in positive ways, which ultimately will inspire them to pursue and access education and career options in those fields.

Specifically, this program provides First Nations with grants to sponsor projects such as tutoring and homework clubs to promote higher levels of student achievement – particularly in areas required for post-secondary acceptance – and/or parent information sessions, workshops to promote career planning, relevant field trips, visits to post-secondary institutes, science camps, and attendance at health career fairs. In the long-term, it is anticipated that these programs will contribute in a meaningful way to the broader efforts being made to increase the participation of First Nations students in health and science post-secondary programs and careers.

HIGHLIGHTS OF THE 2017/18 HEALTH AND SCIENCE PROMOTION INITIATIVE

39

communities were provided a program grant

2,124

participants were included in the program activities

Artists in Education Initiative

For almost two decades, First Nation schools have been provided grants generously sponsored by ArtStarts in Schools – a charitable organization that collaborates with educators, artists, families and communities to promote art as an essential part of learning and life. Each year, Artists in Education grants support artistic programming – including performances, workshops and residencies – in schools across the province, with the goals of exposing young people to performances that have artistic quality and educational merit, facilitating communication between the arts and education communities by developing mutual awareness, respect and appreciation, and promoting the arts as an area of study and professional employment.

Through the Artists in Education initiative, 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. Most of the artists included in the funded programs are recognized by their communities for their talents and gifts, and they usually teach their art in traditional ways that are embedded in their languages, cultures, stories, and/or teachings.

HIGHLIGHTS OF THE 2017/18 ARTSTARTS IN EDUCATION INITIATIVE

20

schools were each provided a grant of \$1700

The Circle of Well-Being Challenges

Previously known as the First Nations ActNow Get Healthy Stay Healthy Challenge, the newly named Focus of the Circle of Well-Being Challenge (CWBC) is intended to promote good health as a holistic framework that encompasses the inter-related concepts of being physically active, eating healthy foods, and nurturing mental health. With funding from the First Nations Health Authority, the project is intended to help students understand the elements that make foods healthy or unhealthy, the value of physical activity, and the importance of emotional literacy as a way of maintaining a healthy lifestyle and general well-being. The project specifically involves the distribution of grants to support school-level activities, as well as ongoing sharing of information, documents, resources, and equipment to be used by students. Visits to participating schools by a project coordinator also allow for direct contact with students, teachers, and support staff to provide encouragement, direct instruction, as well as project monitoring.

Friends for Life

The FRIENDS for Life program, first initiated for First Nations schools in 2005/06, represents a collaborative effort of the First Nations Health Authority, FNEHC/FNSA, and the Ministry of Children and Family Development (MCFD). The BC FRIENDS program is an evidence and school-based anxiety prevention and resiliency program, which has a goal of reaching as many students as possible to provide them with lifeskills. The program provides training and resources to First Nations educators and parents through three program levels: Fun FRIENDS (K/Gr 1), Child (Gr 4/5) and Youth (Gr 6/7). FNSA and FNEHC's 2017/18 delivery of the program included:

- Coordination of a BC FRIENDS Facilitator training – Fun FRIENDS and Child FRIENDS training
- Distribution of BC FRIENDS resources to support the delivery of the program in classrooms
- The provision of mental health materials for First Nations schools and parents
- Continued support for the parent component of the program

HIGHLIGHTS OF THE 2017/18 CIRCLE OF WELL- BEING CHALLENGE

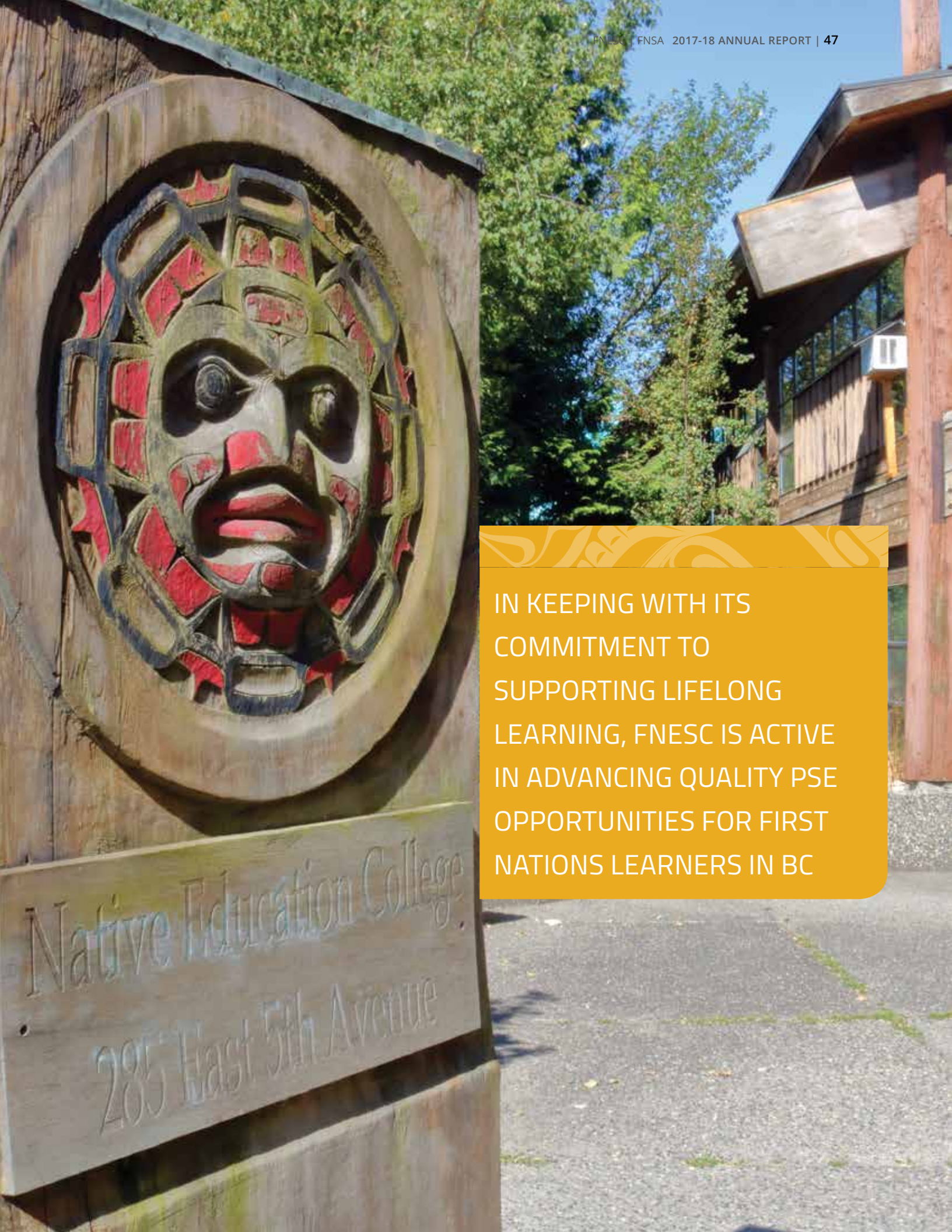
30

schools participated in the CWBC,
involving 1,803 students

HIGHLIGHTS OF THE 2017/18 FRIENDS FOR LIFE

43

teachers from 20 First Nation
schools participated in Friends for
Life training



IN KEEPING WITH ITS
COMMITMENT TO
SUPPORTING LIFELONG
LEARNING, FNSA IS ACTIVE
IN ADVANCING QUALITY PSE
OPPORTUNITIES FOR FIRST
NATIONS LEARNERS IN BC

POST-SECONDARY EDUCATION AND TRAINING SUPPORT PROGRAMS AND ACTIVITIES

In keeping with its commitment to supporting lifelong learning, FNEC is active in advancing quality PSE opportunities for First Nations learners in BC – in terms of increasing transitions and supporting improved outcomes for learners in both public post-secondary institutions and Aboriginal-controlled institutes.

POST-SECONDARY SUBCOMMITTEE

FNEC's work in this area is guided by a Post-Secondary Subcommittee (PSSC), which advises, provides direction and makes recommendations on issues related to First Nations PSE and provides united responses to provincial and federal PSE policies and programs. The PSSC is comprised of FNEC Board members who are selected based on 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 conduct work on PSE matters within the mandate of FNEC's strategic direction
- To continue the development of a long-term PSE and Training Strategic Plan
- To advocate for post-secondary initiatives and services as necessary
- To seek community input to identify and prioritize PSE, adult education and training issues
- To work collaboratively with other provincial PSE and training organizations

The PSSC is critical to the advancement of First Nations PSE in BC; it provides policy and program advice to inform FNEC's post-secondary work and ensure that FNEC's support is meeting community needs.

POST-SECONDARY EDUCATION AND TRAINING POLICY FRAMEWORK IMPLEMENTATION

FNEC is actively involved in ongoing discussions with its PSE partners, particularly the provincial government, to advance the implementation of the *Aboriginal Post-Secondary Education and Training Policy Framework and Action Plan: 2020 Vision for the Future* (the Policy Framework). The Policy Framework was developed in close collaboration with FNEC, IAHLA, and other partners and is grounded in 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.

FNESC's feedback and recommendations on all initiatives being carried out under the Policy Framework are informed by the PSSC, as well as through information provided directly by communities, to ensure that provincial programs and policies meet the needs of communities and learners.

In 2017/18, engagement related to the Policy Framework included:

- bilateral meetings with the Minister, Deputy Minister and staff of the Ministry of Advanced Education, Skills and Training (AEST);
- creating joint work plans with AEST in order to advance three priority areas identified with the Ministry: Aboriginal Teacher recruitment, retention and deployment; the Indigenous Language Proficiency (Fluency) Degree; and support for Aboriginal-controlled institutes;
- jointly developing and participating in the adjudication of the Aboriginal Community-Based Training Partnerships Program;
- contributing to the review of the Aboriginal Service Plan (ASP) Initiative by supporting community engagement and continuing to provide input at all stages of the review;
- working with the IAHLA Executive to ensure post-secondary projects and initiatives are aligned and coordinated;
- providing formal feedback on the Adult Basic Education Tuition-Free Policy;
- providing input and advice on the expanded Tuition Waiver Program for former youth in care to inform better supports for Aboriginal learners;
- participating in the Aboriginal Awards Committee of the Irving K. Barber Society;
- developing a model policy regarding the respectful use of Traditional Knowledge and Intellectual Property that can be adopted by public post-secondary institutions in BC;
- participating in research on financial assistance accessed by Aboriginal learners; and
- continuing work with BC on its Aboriginal Student Data Report, and research on access, retention and completion of PSE among Aboriginal learners.

Continuing to build on the ongoing collaborative efforts will be key to reinvigorating the Policy Framework in light of the province's commitment to the Truth and Reconciliation Commission Calls to Action and the United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP).

SUPPORT FOR COMMUNITY PSE COORDINATORS

Community PSE Coordinators are critical to the success of First Nations PSE learners, as they provide guidance to students, administer funding, and implement community PSE priorities. Too often, however, Coordinators work in isolation and take on multiple jobs at the same time. In response, FNESC has developed a number of initiatives to assist First Nations PSE Coordinators in carrying out their work.

For example, throughout 2017/18, FNESC provided direct and timely support to First Nations PSE Coordinators through the Post-Secondary Resource Line. Through this service, First Nations are able to ask questions about administering post-secondary programs, which includes assistance with administering post-secondary in accordance with federal funding guidelines, completing PSE application and reporting forms, and developing and amending local PSE operating guidelines. Other supports provided through the Resource Line include:

- Ongoing updates to the local operating guidelines toolkit, which provides template guidelines, forms, and best practices for use by communities;
- Facilitating communications related to ISC BC Region's PSE allocation methodology, application and reporting process;
- Maintaining the FNESC PSE Webpage (www.fnesc.ca/pse), including posting news and events and updating the PSE Coordinator Resource Page;

- Maintaining and updating Aboriginal Learning Links (www.aboriginallearning.ca), a web portal that provides resources for Aboriginal learners pursuing post-secondary studies;
- Identifying, developing and circulating materials and resources to support PSE Coordinators;
- Gathering feedback from First Nation PSE staff on issues related to federal PSE funding;
- Assisting First Nations in applying to the Post-Secondary Partnerships Program and offering relevant programs; and
- Assisting First Nation PSE staff in identifying and applying for other sources of funding to support their learners.

Finally, for the fifth consecutive year, in 2017/18 FNE SC hosted five regional PSE Coordinator Workshops across the province to facilitate professional development and update communities on recent developments in post-secondary. This year FNE SC received funding to host two-day workshops – a consistent request from past workshop participants. Workshop materials focused on the administration of the Post-Secondary Student Support Program (PSSSP) and University and College Entrance Preparation Program (UCEPP), including reviewing changes to ISC guidelines, discussing challenges, and sharing suggestions and best practices for administration and reporting. Feedback from the participants will inform FNE SC's advocacy and supports.

HIGHLIGHTS OF THE 2017/18 PSE ACTIVITIES

276

contacts to the PSE Resource Line

144

participants in the PSE Coordinators' Workshops – a 34% increase from the previous year

- Of the 67 PSE Coordinators who provided feedback to the 2017/18 workshops, 89% found the content very good or excellent, 94% found the content of the workshops to be very relevant and valuable, and 85% found the presenters very informative.

Kumsheen Secondary; Skeetchestn Community School; Walnut Park Elementary



CONCLUSIONS

BC First Nations remain committed to the principles of quality education and First Nations control of First Nations education, as reflected in their development of a comprehensive, community-driven and research-based BC First Nations Education System aimed at supporting all First Nations learners. The System that has been created has continually evolved to address and respond to the jurisdictional complexities of First Nations education to ensure that effective programs and equitable funding are available. BC First Nations have also established programs, services, and advocacy mechanisms that are accountable and founded on First Nations languages, cultures, values and traditions.

Important new national and provincial arrangements now exist that are intended to help promote capacity building, raise student achievement, and implement appropriate First Nations language and culture programming and activities. In advancing growing partnerships and critical agreements related to First Nations education, the BC First Nations Education System represents a strong model for how First Nations can collectively pursue progress for their learners, schools, and communities.

FNESC and the FNSA look forward to continuing our efforts to achieve systemic educational reforms that will benefit First Nations children, youth, adult learners, families and communities, and we welcome everyone who is interested to join us in our ongoing efforts.

Arden Elementary; Kinnikinnick Elementary; Aspen Park Elementary





FINANCIAL REPORTING

FIRST NATIONS EDUCATION STEERING COMMITTEE

Financial Statements – March 31, 2018

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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, 2018

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.

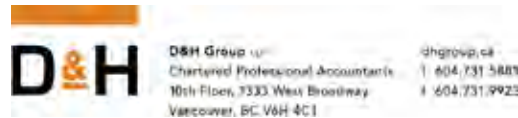
The Board is responsible for ensuring that management fulfills its responsibility for financial reporting and is ultimately responsible for reviewing and approving the financial statements.

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 auditor's 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 Professional Accountants in accordance with Canadian generally accepted auditing standards on behalf of the members. D&H Group LLP Chartered Professional 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, 2018 and the statement of operations, statement of 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 Education Steering Committee Society as at March 31, 2018, 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 *Societies 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 basis consistent with that of the preceding year.

Vancouver, B.C.
July 5, 2018


Chartered Professional Accountants

Statement 1

First Nations Education Steering Committee Society**Statement of Operations and Changes in Fund Balances - Operating Fund****Year ended March 31, 2018**

	2018 \$	2018 \$	2017 \$
	<u>Budget</u>	<u>Actual</u>	<u>Actual</u>
Revenue			
INAC funding	45,990,266	45,990,266	41,793,430
Province of BC funding	322,000	322,000	244,867
Administration fee recoveries	1,393,310	1,474,026	1,550,530
Other funding sources	<u>1,132,000</u>	<u>1,244,351</u>	<u>1,065,252</u>
	<u>48,837,576</u>	<u>49,030,643</u>	<u>44,654,079</u>
Expenditures			
Direct	46,303,621	45,388,571	37,816,579
Indirect	3,880,600	4,017,570	4,058,971
Transfers to First Nations Schools Association	<u>350,400</u>	<u>350,400</u>	<u>350,400</u>
	<u>50,534,621</u>	<u>49,756,541</u>	<u>42,225,950</u>
Excess (deficiency) of revenue over expenditures	(1,697,045)	(725,898)	2,428,129
Fund balance, beginning of year	9,284,562	9,284,564	6,856,435
Recoveries of surplus	<u>(55,395)</u>	<u>(55,395)</u>	<u>-</u>
Fund balance, end of year	<u>7,532,122</u>	<u>8,503,271</u>	<u>9,284,564</u>

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, 2018

	Schedule #	INAC funding	Province of BC funding	Other revenue	Total revenue	Total expenditures	Excess (deficiency) for the year	Beginning fund balance (deficit)	Recoveries, transfers & reimbursements	Ending fund balance (deficit)	2018 \$
TEFA Core	1	4,231,000	-	-	4,231,000	4,367,970	(136,970)	850,213	-	713,243	
First Nations and Inuit Youth Employment Strategy Program	2	6,937,466	-	-	6,937,466	6,919,846	17,620	4,096	(4,096)	17,620	
Career and Skills Development Resource People	3	-	-	-	-	-	-	25,284	(25,284)	-	
National Engagement (New Paths)	4	-	-	-	-	-	-	19,871	(19,871)	-	
First Nations Language Program	5	-	-	12,880	12,880	230,663	(217,783)	108,251	200,000	90,468	
Annual Education Conference	6	-	-	258,043	258,043	326,501	(68,458)	208,185	-	139,727	
Seventh Generation	7	-	-	64,014	64,014	70,798	(6,784)	9,821	-	3,037	
First Nations Language Conference	8	-	-	36,014	36,014	120,037	(84,023)	37,662	-	13,639	
Contingency Reserve	9	60,000	-	329,510	329,510	-	329,510	3,858,958	(200,000)	3,988,468	
P/A - Local Education Agreement	10	195,100	-	-	195,100	190,723	4,377	-	-	4,377	
Post-Secondary Support to Communities	11	195,650	-	-	195,650	195,650	-	-	-	-	
P/A - Language	12	53,720	-	-	53,720	42,223	11,497	-	-	11,497	
Dual Credit Implementation	13	-	-	-	-	-	-	-	-	-	
P/A - Accountability	14	52,140	-	-	52,140	35,608	16,532	-	-	16,532	
School Assessment	15	800,000	-	-	800,000	786,859	13,141	78,538	(78,538)	13,141	
IAHLA	16	-	-	8,400	8,400	31,782	(23,382)	48,790	(6,144)	25,408	
Education Governance Handbook and Training	17	195,000	-	-	195,000	195,086	(86)	6,103	(6,103)	(86)	
Tripartite Agreement	18	-	-	-	-	-	-	365,745	-	365,745	
Jurisdiction Project	19	-	-	-	-	-	-	-	-	-	
Friends for Life/Mental Health Training	20	-	-	40,000	40,000	32,074	7,926	-	-	7,926	
TEFA Curriculum	21	180,000	-	-	180,000	185,257	(5,257)	(43,105)	43,105	(5,257)	
Parents Club	22	97,000	-	-	97,000	111,904	(14,904)	25,938	(6,956)	4,078	
S/R - Language	23	137,400	-	-	137,400	136,810	590	-	-	590	
Vancouver Foundation Projects	24	-	-	-	-	3,161	(3,161)	3,161	-	-	
Special Education Program	25	24,197,062	-	-	24,197,062	25,776,121	(1,579,059)	1,579,059	-	-	
Post-Secondary Education Program	26	-	200,000	-	200,000	172,016	27,984	174,218	-	202,202	
School Capacity Development	27	1,618,700	-	-	1,618,700	1,618,963	(263)	(2,468)	2,468	(263)	
Jurisdiction Negotiation	28	351,888	-	-	351,888	351,888	-	-	-	-	
Jurisdiction Capacity Building	29	246,710	-	-	246,710	246,710	-	-	-	-	
Education Partners Activities	30	-	122,000	18,474	140,474	119,749	20,725	57,633	-	78,358	
Professional Growth Process	31	325,000	-	-	325,000	325,651	(651)	(6,182)	6,182	(651)	
Information System	32	174,000	-	-	174,000	182,247	(8,247)	(35,068)	35,068	(8,247)	
Connected Classroom	33	196,000	-	-	196,000	202,139	(6,139)	(19,793)	30,803	4,871	
Transportation Research	34	-	-	-	-	-	-	(6,880)	6,880	-	
Circle of Well-Being Challenge	35	-	-	70,000	70,000	87,649	(17,649)	38,853	-	21,204	
S/R - Data and Information Management Project	36	401,034	-	-	401,034	392,401	8,633	36	(36)	8,633	
S/R - TEFA Renewal	37	261,500	-	-	261,500	264,461	(2,961)	(3,432)	3,432	(2,961)	
Summer Learning Program	38	505,620	-	-	505,620	505,620	-	2,500	(2,500)	-	
Educational Assistants Training	39	-	-	-	-	-	-	-	-	-	
School Bus Replacement	40	1,702,000	-	-	1,702,000	1,485,666	216,334	-	-	216,334	
Internet Capability Upgrade	41	1,490,000	-	-	1,490,000	1,489,995	5	-	-	5	
S/R - Technology Support	42	1,386,276	-	-	1,386,276	1,387,147	(871)	-	-	(871)	
Health and Science Career Promotion	43	-	-	200,000	200,000	200,000	-	7,500	-	7,500	
Core Projects	44	-	-	1,681,042	1,681,042	965,166	715,876	1,884,930	(33,806)	2,567,000	
		45,990,266	322,000	2,718,377	49,030,643	49,756,541	(725,898)	9,284,564	(55,395)	8,503,271	

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

Statement 3

First Nations Education Steering Committee Society**Statement of Changes in Fund Balances****Year ended March 31, 2018**

					2018 \$	2017 \$
	Invested in capital assets	Restricted	Internally designated	Unrestricted	Total	Total
Balance, beginning of year	166,248	3,540,674	3,088,600	2,655,290	9,450,812	6,985,221
Excess (deficiency) of revenue over expenditures	-	(1,771,284)	329,510	715,876	(725,898)	2,428,129
Interfund transfers	-	233,808	81,890	(315,698)	-	-
Recoveries of surpluses	-	(55,395)	-	-	(55,395)	-
Purchase of capital assets	304,698	-	-	-	304,698	80,424
Amortization of capital assets	(111,979)	-	-	-	(111,979)	(66,398)
Repayment of capital lease obligation	<u>23,436</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>23,436</u>	<u>23,436</u>
Balance, end of year	382,403	1,947,803	3,500,000	3,055,468	8,885,674	9,450,812

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

Statement 4

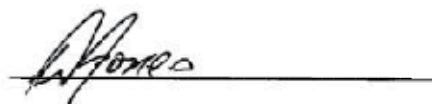
First Nations Education Steering Committee Society**Statement of Financial Position****March 31, 2018**

	2018 \$	2017 \$
Assets		
Current		
Cash	7,883,484	10,601,743
Term deposits (Note 3)	6,057,500	3,000,000
Accounts receivable	141,046	346,380
GST/HST receivable	158,630	115,668
Prepaid expenses	74,955	42,074
Due from First Nations Schools Association	<u>174,100</u>	<u>180,297</u>
	<u>14,489,715</u>	<u>14,286,162</u>
Capital assets (Note 4)	<u>399,980</u>	<u>207,261</u>
	<u>14,889,695</u>	<u>14,493,423</u>
Liabilities		
Current		
Accounts payable and accrued liabilities (Note 5)	5,986,444	5,001,598
Current portion of obligation under capital lease (Note 6)	<u>17,577</u>	<u>23,436</u>
	6,004,021	5,025,034
Obligation under capital lease (Note 6)	<u>-</u>	<u>17,577</u>
	<u>6,004,021</u>	<u>5,042,611</u>
Commitments and contingency (Note 9)		
Fund balances		
Invested in capital assets	382,403	166,248
Restricted	1,947,803	3,540,674
Internally designated (Note 11)	3,500,000	3,088,600
Unrestricted	<u>3,055,468</u>	<u>2,655,290</u>
	<u>8,885,674</u>	<u>9,450,812</u>
	<u>14,889,695</u>	<u>14,493,423</u>

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

Approved on Behalf of First Nations Education Steering Committee Society

 , President

 , Treasurer

Statement 5

First Nations Education Steering Committee Society**Statement of Cash Flows****Year ended March 31, 2018**

	2018 \$	2017 \$
Cash flows from operating activities		
Excess (deficiency) of revenue over expenditures	(725,898)	2,428,129
Items not affecting cash		
Purchase of capital assets	304,698	80,424
Recoveries of surpluses	(55,395)	-
Changes in non-cash working capital		
Decrease (increase) in		
Accounts receivable	205,334	(228,993)
GST/HST receivable	(42,962)	(45,633)
Prepaid expenses	(32,881)	425
Due from First Nations Schools Association	6,197	13,185
Due from Indigenous Adult Higher Learning Association	-	1,600
Increase in		
Accounts payable and accrued liabilities	<u>984,846</u>	<u>3,150,855</u>
	<u>643,939</u>	<u>5,399,992</u>
Cash flows from (used in) investing activities		
Purchase of capital assets	(304,698)	(80,424)
Purchase of term deposits	(6,057,500)	(3,000,000)
Proceeds on redemption of term deposits	<u>3,000,000</u>	<u>3,121,125</u>
	<u>(3,362,198)</u>	<u>40,701</u>
Increase (decrease) in cash during the year	(2,718,259)	5,440,693
Cash, beginning of year	<u>10,601,743</u>	<u>5,161,050</u>
Cash, end of year	7,883,484	10,601,743

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

First Nations Education Steering Committee Society

Notes to the Financial Statements

March 31, 2018

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.

In January 2017, the Society continued under the *Societies Act* (British Columbia).

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 TEFA Core and Contingency Reserve programs (Schedules 1 and 9). The TEFA Core program expenditures include the administrative and operating costs of the Society; the Contingency Reserve program reports the expenditure of unrestricted funds. Indirect expenditures include expenditures incurred under the TEFA Core and Contingency Reserve 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.

First Nations Education Steering Committee Society

Notes to the Financial Statements

March 31, 2018

2. Summary of significant accounting policies - continued

Capital assets

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

Capital lease - equipment	-	5 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 twelve guaranteed investment certificates ("GICs") ranging in amounts of \$ 500,000 to \$ 510,000. The GICs have maturity dates ending November 4, 2018 and 2019, May 4, 2019 and February 15, 2023 with interest rates of 1.95%, 2.00%, 2.20% and 2.10%, respectively. The GICs are redeemable only on the anniversary date each year.

4. Capital assets	2018		
	\$		
	Cost	Accumulated amortization	Net
Capital lease - equipment	117,180	99,603	17,577
Computer equipment	466,468	278,829	187,639
Computer software	30,914	30,914	-
Furniture and equipment	192,527	118,811	73,716
Leasehold improvements	<u>238,891</u>	<u>117,843</u>	<u>121,048</u>
	1,045,980	646,000	399,980
	2017		
	\$		
	Cost	Accumulated amortization	Net
Capital lease - equipment	117,180	76,167	41,013
Computer equipment	274,330	250,335	23,995
Computer software	30,914	30,914	-
Furniture and equipment	178,015	102,369	75,646
Leasehold improvements	<u>170,842</u>	<u>104,235</u>	<u>66,607</u>
	771,281	564,020	207,261

Interest expense related to the capital lease was \$ 5,987 (2017 - \$ 7,568).

First Nations Education Steering Committee Society

Notes to the Financial Statements

March 31, 2018

5. Accounts payable and accrued liabilities

Included in accounts payable and accrued liabilities is \$ Nil (2017 - \$ 78,946) owed to the Government of Canada in respect of payroll remittances.

6. Obligation under capital lease	2018 \$	2017 \$
Office equipment lease, 9.5%, maturing December 31, 2018	17,577	41,013
Less: Current portion	<u>17,577</u>	<u>23,436</u>
	-	17,577

Minimum lease payment required in the next year under the capital lease is as follows:

	\$
2019	17,577
Interest included in minimum lease payment	<u>3,359</u>
	20,936

7. Financial instruments

The Society's financial instruments consist of cash, term deposits, accounts receivable, amounts 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 and 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.

8. Economic dependence

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

First Nations Education Steering Committee Society

Notes to the Financial Statements

March 31, 2018

9. 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:

	\$
2019	210,413
2020	216,355
2021	224,403
2022	225,726
2023	<u>142,198</u>
	<u>1,019,095</u>

The office premises lease expires October 31, 2022.

Subsequent to year end, the Society terminated its existing equipment lease and entered into a new agreement, expiring March 31, 2023.

Surpluses in INAC and the Ministry of Education funded programs are potentially refundable to INAC and the Ministry of Education.

10. Related party transactions

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

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.

11. Internally designated and unrestricted funds

The Society currently holds internally designated funds as a contingency reserve (see Schedule 9). The fund balance is capped at \$ 3,500,000 (2017 - \$ 3,088,600), which approximates six months of operation funding, and is to be used in the event that funding is delayed or drastically reduced by funding agencies. The balance of the contingency fund in excess of the cap is considered to be unrestricted, along with the Core Projects program (see Schedule 44). These unrestricted funds will be spent according to priorities set out in a plan approved by the Board.

12. Remuneration paid to employees and contractors

Under the *Societies Act* (British Columbia), the Society is required to disclose the number of, and total remuneration paid to, employees and contractors with remuneration over \$ 75,000 in the fiscal year. The details are as follows:

	2018	2017
Number of employees and contractors	33	32
Total remuneration paid	\$ 3,818,427	\$ 3,595,150

First Nations Education Steering Committee Society

Notes to the Financial Statements

March 31, 2018

13. Remuneration paid to directors

Under the *Societies Act* (British Columbia), the Society is required to disclose the remuneration paid to directors in the fiscal year. During the year, the following amount was paid to a First Nations Tribal Council as a reimbursement for time provided to the Society by an employee of that First Nations Tribal Council:

	2018	2017
	\$	\$
President	23,100	25,500

FIRST NATIONS SCHOOLS ASSOCIATION

Financial Statements – March 31, 2018

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Statement of Changes in Fund Balances	Statement 3
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Notes to the Financial Statements

Note: Schedules of Program Operations Available on Request

First Nations Schools Association

March 31, 2018

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.

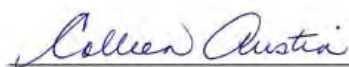
The financial statements have been prepared by management in accordance with Canadian accounting standards for not-for-profit organizations. Financial statements are not precise since they include certain amounts based on estimates and judgments. When alternative accounting methods exist, management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

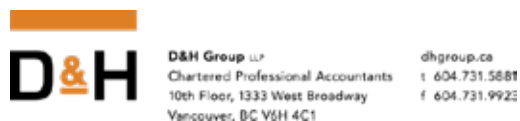
The financial statements have been audited by D&H Group LLP Chartered Professional Accountants in accordance with Canadian generally accepted auditing standards on behalf of the members. D&H Group LLP Chartered Professional Accountants have full access to First Nations Schools Association.



Colleen Austin, President, Board of Directors



Steve Bentley, 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, 2018 and the statement of revenue and expenses, statement of 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, 2018, 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.



D&H Group LLP
Chartered Professional Accountants
10th Floor, 1333 West Broadway
Vancouver, BC V6H 4C1

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Report on Other Legal and Regulatory Requirements

As required by the *Societies 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 basis consistent with that of the preceding year.

Vancouver, B.C.
July 9, 2018

A handwritten signature in black ink that reads "D&H Group LLP".

Chartered Professional Accountants

Statement 1

First Nations Schools Association**Statement of Revenue and Expenses****Year ended March 31, 2018**

	2018	2018	2017
	\$	\$	\$
	<u>Budget</u>	<u>Actual</u>	<u>Actual</u>
	(Unaudited)		
Revenue			
INAC funding - TEFA, transfer from			
First Nations Education Steering			
Committee Society	350,400	350,400	350,400
Conference registration	117,000	114,600	-
Membership fees	20,000	19,137	18,040
ArtStarts contributions	25,750	25,750	21,750
New Relationship Trust contributions	11,800	11,800	-
Annual general meeting vendors' table income	13,000	13,420	9,400
Interest income	-	6,827	4,713
Miscellaneous	<u>20,000</u>	<u>19,382</u>	<u>16,735</u>
	<u>557,950</u>	<u>561,316</u>	<u>421,038</u>
Expenses			
Advisory services	36,700	11,900	49,747
Annual general meeting catering	205,000	205,354	180,916
Artists in Education program	34,000	34,000	25,460
Co-ordinator (recovery)	-	(5,893)	-
Directors' costs (Note 6)	71,500	96,716	59,712
Insurance	2,500	2,276	2,276
Materials and supplies	10,000	11,388	37,068
New Relationship Trust project	11,800	11,800	-
Professional fees	44,700	31,257	32,557
Representative travel	120,000	124,160	87,734
Speakers	30,000	30,010	31,039
Tools and shipping	<u>-</u>	<u>-</u>	<u>3,793</u>
	<u>566,200</u>	<u>552,968</u>	<u>510,302</u>
Excess (deficiency) of revenue over expenses	(8,250)	8,348	(89,264)

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

Statement 3

First Nations Schools Association**Statement of Changes in Fund Balances****Year ended March 31, 2018**

	2018 \$	2018 \$	2018 \$	2017 \$
	<u>Restricted</u>	<u>Unrestricted</u>	<u>Total</u>	<u>Total</u>
Balance, beginning of year	(317)	283,187	282,870	372,134
Excess (deficiency) of revenue over expenses	5,653	2,695	8,348	(89,264)
Transfers	<u>(5,336)</u>	<u>5,336</u>	<u>-</u>	<u>-</u>
Balance, end of year	-	291,218	291,218	282,870

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

Statement 4


First Nations Schools Association**Statement of Financial Position****March 31, 2018**

	2018 \$	2017 \$
Assets		
Current		
Cash	447,472	443,824
Accounts receivable	170	1,874
Contributions receivable	3,000	-
GST/HST receivable	16,000	18,362
Prepaid expenses	<u>4,076</u>	<u>5,000</u>
	470,718	469,060
Liabilities		
Current		
Accounts payable	-	5,893
Deferred revenue	5,400	-
Due to First Nations Education Steering Committee Society (Note 4)	<u>174,100</u>	<u>180,297</u>
	<u>179,500</u>	<u>186,190</u>
Fund balances		
Restricted (Schedule 3)	-	(317)
Unrestricted	<u>291,218</u>	<u>283,187</u>
	<u>291,218</u>	<u>282,870</u>
	470,718	469,060

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

Approved on Behalf of First Nations Schools Association


Colleen Austin, President


Steve Bentley, Treasurer

Statement 5

First Nations Schools Association**Statement of Cash Flows****Year ended March 31, 2018**

	2018	2017
	\$	\$
Cash flows from (used in) operating activities		
Excess (deficiency) of revenue over expenses	8,348	(89,264)
Changes in non-cash working capital		
Decrease (increase) in		
Accounts receivable	1,704	(1,874)
Contributions receivable	(3,000)	120,000
GST/HST receivable	2,362	(12,289)
Prepaid expenses	924	5,000
Increase (decrease) in		
Accounts payable	(5,893)	(113,967)
Deferred revenue	<u>5,400</u>	<u>(4,960)</u>
	9,845	(97,354)
Cash flows from (used in) financing activity		
Due to First Nations Education Steering Committee Society	<u>(6,197)</u>	<u>(13,185)</u>
Increase (decrease) in cash during the year	3,648	(110,539)
Cash, beginning of year	<u>443,824</u>	<u>554,363</u>
Cash, end of year	447,472	443,824

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

First Nations Schools Association

Notes to the Financial Statements

March 31, 2018

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 continued under the *Societies Act* (British Columbia) in December 2016.

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 expenses 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 Projects;
- TEFA Core and Conference;
- EPP - Structural Readiness

Revenue recognition

Restricted contributions related to general operations are recognized as revenue of the Core Projects 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, 2018

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, contributions receivable, accounts payable 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. Related party transactions

The Association and the First Nations Education Steering Committee Society ("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.

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.

5. Economic dependence

The Association is economically dependent on INAC TEFA funding transferred from First Nations Education Steering Committee Society (62.4% in 2018 and 83.2% in 2017).

6. Remuneration paid to directors

Under the *Societies Act* (British Columbia), the Society is required to disclose the remuneration paid to directors in the fiscal year. During the year, the following was the reimbursement for time provided by an employee of a First Nations Band:

	2018 \$	2017 \$
President	-	7,500



APPENDICES

APPENDIX 1: FNSA EXECUTIVE & BOARD MEMBERS

APPENDIX 2: FNEC EXECUTIVE & BOARD MEMBERS

FNSA EXECUTIVE & BOARD MEMBERS MARCH 2018

PRESIDENT	Colleen Austin	'Na Aksa Gylak'yoo School	Haida/Tsimshian/Haisla/Nisga'a
VICE-PRESIDENT	Brian Matthew	Neqweyqwelsten School	Secwepemc/St'atl'imc/Nlaka'pamux
TREASURER	Steve Bentley	Sn-c'c' a-mala?-tn School	Kootenay/Okanagan
SECRETARY	Janice Antoine	Coldwater Band School	Secwepemc/St'atl'imc/Nlaka'pamux

Kirsten Barnes	First Nations High School	Gitksan/Wet'suwet'en
Clayton Grice	Tsay Keh Dene School	Kaska/Dene/Tahltan/Tagish/Inland Tlingit/Tsek'ene
Brittany Hughes	Acwsalcta School and Kii Tii Nursery	Kwakwaka'wakw/Heiltsuk/Nuxalk/Oweekeno
Francine Johnny	Yu Thuy'thut School	Nuu-chah-nulth/Coast Salish
Margaret Mattess	Eugene Joseph Elementary Secondary School	Tsilhqot'in/Carrier/Sekani
Bernice Touchie	Ittatsoo Learning Center	Nuu-chah-nulth/Coast Salish

FNEC EXECUTIVE & BOARD MEMBERS MARCH 2018

PRESIDENT	Tyrone McNeil	Stó:lō Tribal Council
VICE-PRESIDENT	Heather McKenzie	Williams Lake Indian Band
TREASURER	Darrell Jones	Splat'sin First Nation
SECRETARY	Viola Thomas	Tk'emlups te Secwepemc

?Aq'am	Joe Pierre, Jr.
Adams Lake Indian Band	Rob Matthew
Ahousat First Nation	Rebecca Atleo
Aitchelitz First Nation	Gwen Point
Akisknuk First Nation	Stephanie Sam
Alexis Creek First Nation	Lenore Case
Blueberry River First Nations	Patricia Greyeyes
Bonaparte Indian Band	Nina Minnabarriet
Boothroyd Indian Band	Cheryl Davidson
Boston Bar First Nation	Dolores O'Donaghey
Burns Lake Band	Cindy Ashe
Campbell River Indian Band	J. Curtis Wilson
Canoe Creek Indian Band	Darlene Louie
Carrier Chilcotin Tribal Council	Shawn Holte
Carrier Sekani Tribal Council	Marlene Erickson
Cayoose Creek Indian Band	Yvonne LaRochelle
Chawathil First Nation	Thelma Florence
Cheam Indian Band	Sandra Victor
Cheslatta Carrier Nation	Shelley Wall
Coldwater Indian Band	Janice Antoine
Cowichan Tribes	Char Crocker
Da'naxda'xw First Nation	Elizabeth Davidson
Dease River First Nation	Jody Linklater
Fort Nelson First Nation	Kathi Dickie
Gitanmaax Band Council	Pansy Wright-Simms
Gitga'at First Nation	Vacant
Gitksan Government Commission	Karmen Smith
Gitsegukla Band Council	Noel Argueta
Gitwangak Band Council	Amanda Zettergreen
Gitxaala First Nation	Cliff White
Glen Vowell	Jenelle Van Tunen
Gwa'sala – 'Nakwaxda'xw Nation	Grace Smith

Heiltsuk Band	Mary Brown
Hesquiaht First Nation	Claudette Lucas
Iskut Band Council	Jolene Louie
Kispiox Band Council	Sandra Olson
Kitamaat Village Council	Brenda Duncan
Kitselas Band Council	Deborah Moore
Kitsumkalum Band Council	Cynthia Bohn
K'ómoks First Nation	Charlene Everson
Kwadacha Nation	Andreas Rohrbach
Kwakiutl Band Council	Marion Hunt
Kwakiutl District Council	Lisa Anwar
Kwantlen First Nation	Cheryl Gabriel
Kwicksutaineuk Ah Kwa Mish	Robert Scow
Kwikwetlem First Nation	Eric Di Nozzi
Lake Babine Nation	Darren Patrick
Lax Kw'alaams Indian Band	Harvey Russell Jr.
Lheidli T'enneh Band	Vincent Joseph
Lillooet Tribal Council	Helen Copeland
Lower Kootenay Indian Band	Angela Louie
Lower Nicola Indian Band	Sharon Parsons
Lower Similkameen Indian Band	Lauren Terbasket
Mamalilikulla-Qwe'Qwa'Sot'Em Band	Cynthia Sewid
Metlakatla First Nation	Marie Skidmore
Morisetown Indian Band	Diane Mattson
Musqueam Indian Band	Faye Mitchell
Nadleh Whut'en Band	Sue Ketlo
Nanoose First Nation	Barbara Barltrop
Nazko First Nation	Vacant
Nee Tahi Buhn Indian Band	Julia F. Morris
Neskonlith Indian Band	Duane Manuel
Nisga'a Lisims Government	Deanna Nyce
Nooaitch Indian Band	Kathleen Jumbo

N'Quatqua Band Council	Julie Thevarge
Nuu-chah-nulth Tribal Council	Greg Louie
Nuxalk Nation	Ian Pootlas
Okanagan Indian Band	Dean Louis
Old Massett Village Council	Vacant
Osoyoos Indian Band	Theresa Gabriel
Pacheedaht First Nation	Tara Munro
Pauquachin First Nation	Madeline Bartleman
Penelakut Tribe	Candace Crocker
Quatsino First Nation	Rob Cahill
Saanich Indian School Board	Curits Olsen
Saik'uz First Nation	Faith Thomas
Seabird Island Band	Laurie Bizero
Seton Lake Indian Band	Phyllis Peters
Shackan Indian Band	Debra Manual
Shuswap	Debra Fisher
Skawahlook First Nation	Angie Chapman
Skeetchestn Indian Band	Terry Deneault
Skidegate Band Council	Marcia Piercy
Skin Tyee First Nation	Adele Gooding
Skwah First Nation	Leslie Williams
Snuneymuxw First Nation	Nancy Seward
Soda Creek Indian Band	Vacant
Songhees First Nation	Fran L'Hirondelle
Spuzzum First Nation	Diana Stromquist
Squamish Nation	Jessie Williams
Squiala First Nation	Saylesh Wesley
Stellat'en First Nation	Angela Reynolds
Stó:lō Nation	Rose Greene
Stz'uminus First Nation	Tim Harris
Tahltan Band Council	Isabel Reid
Takla Lake First Nation	William Korolyk

Taku River Tlingit First Nation	Sandra M. Jack
Tal-o-qui-aht First Nation	Iris Frank
Tl'azt'en Nation	Vacant
Tl'etinqox-t'in Government Office	Grant Alphonse
Tlowitsis Tribe	Emily Aikten
Tobacco Plains Indian Band	Leanna Gravelle
Ts'kw'aylaxw First Nation	Clifford Alec
Tsleil-Waututh First Nation	Angela George
Tsartlip First Nation	William Morris
Tsawout First Nation	Kendra Underwood
Tsay Keh Dene Band	Linnea Izony
Tseshaht First Nation	Jennifer Gallic
Tseycum First Nation	Robin Bill
Tsilhqot'in National Govt Tribal Council	Sherry Stump
Tzeachten First Nation	Melanie Williams
Upper Nicola Band	Sharon Lindley
We Wai Kai Nation	Cindy Inrig
Wet'suwet'en First Nation	Ruby Ogen
Williams Lake Indian Band	Norma Sure
Xeni Gwet'in First Nations Government	Trina Setah
Yakweakwioose First Nation	Thelma Wenman
Yekooche First Nation	Rachel Yordy
Yunesit'in Government	Rosalie Montgomery

COVER AND FULL PAGE IMAGE CREDITS

Gitwangak Elementary and Kumsheen Secondary

GRAPHIC ELEMENTS

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First Nations Schools Association**

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