



FNSA | FNE SC

2018-19  
ANNUAL REPORT

SUPPORTING  
FIRST NATIONS EDUCATION  
IN BRITISH COLUMBIA





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

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## **FNESC | FNSA 2018-19 ANNUAL REPORT**

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### **FRONT COVER IMAGE CREDITS**

Xwemelchstn Etsimxwawtxw BCTEA Celebration, Grade 2 class, January 2019

### **PAGE BORDER GRAPHIC ELEMENTS**

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# MESSAGE FROM

**FNESC President Tyrone McNeil and FNSA President Edith Loring-Kuhanga**

2018/19 was certainly a challenging but a very exciting year for our organizations, ultimately leading to a number of groundbreaking changes in First Nations education.

With incredible support from our First Nations leadership, we were able to design and negotiate a new BC Tripartite Education Agreement (BCTEA) with the Governments of Canada and BC. Reflecting the significant time and commitment that went into negotiating this new agreement, we believe it will have meaningful education outcomes that will have long lasting benefits for our learners and communities. And now, with the voices of our First Nation community and school representatives informing us, we are ready to work to maximize the new resources and policy commitments in BCTEA.

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

**2018 BCTEA Purpose**

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There is also growing momentum in the advancement of our First Nations Education Jurisdiction Agreements. Thanks to the persistence of the Negotiating First Nations and their determination that the original 2005 jurisdiction commitments should be fully and respectfully realized, implementation of the agreements is expected within the coming year.

This report provides a snapshot of the important impacts and progress we have made together in the past year, and the many goals we still hope to achieve. As always, we value your feedback on our work, and we particularly encourage your involvement in FNESC’s comprehensive self-evaluation being undertaken in 2019. This evaluation will identify our strengths, areas for improvement, and the supports required to meet First Nations’ priorities.

Ultimately, we know that our successes would not be possible without our First Nation supporters, our partners, our dedicated staff, and our hard working Board members. We are confident that you all share our belief in First Nations students’ unlimited potential, and we know that together we will continue making achievements in the year ahead.

Please read on to learn more about our work and our path forward.

TM Roberts Elementary ►



# WE SUPPORT

**203**

First Nations

**130**

(approx) First Nations schools in  
100 First Nation communities

**8,500**

First Nation students enrolled  
in BC public and Independent  
Schools (approx)

**7,000**

students (approx) enrolled in BC  
First Nations schools, including  
approx. 1,000 students funded  
through reciprocal tuition

**67,000**

self-identified Aboriginal  
students enrolled in BC public  
schools (approx)

# WHO WE ARE



## The BC First Nations Schools Association (FNSA)

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

### 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."*



## The BC First Nations Education Steering Committee (FNEsc)

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

### FNEsc Mandate

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



# OUR NUMBERS

**65**

FNSA Authorized  
Representatives attended  
the 2018 FNSA Annual  
General Meeting

**63**

voting Board members  
were in attendance at the  
July 2018 FNEC Annual  
General Meeting

**123**

First Nations schools were  
FNSA Members in good  
standing as of March 31,  
2019

**124**

First Nations had  
appointed members to the  
FNEC Board as of March  
31, 2019



# OUR PARTNERS

## BC First Nations Leadership

FNESC and FNSA continually report to and seek direction from First Nations leadership in BC regarding all significant issues effecting First Nations education. Specifically, FNESC and FNSA appreciate the ongoing guidance and support provided by the Union of BC Indian Chiefs, the First Nations Summit, the BC Assembly of First Nations, and the First Nations Leadership Council.

The activities of FNESC in particular are undertaken according to a formal agreement signed in 2015 that confirms the close working relationship between FNESC and First Nations leadership in BC, and their mutual commitment to a continued positive relationship.

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

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

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## The Indigenous Adult and Higher Learning Association

The Indigenous Adult and Higher Learning Association (IAHLA) was created in 2002 to support and represent Aboriginal-controlled adult and post-secondary education institutes in BC. Although IAHLA is facing funding uncertainties, it continues to advocate for its member institutes, and FNESC and IAHLA are resolved to work together on a number of key issues, resulting in more efficient engagement with government and other partners related to First Nations education and Aboriginal post-secondary institutes.

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

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FNESC and IAHLA have agreed to a Memorandum of Understanding (MOU), which formalizes their existing relationship and acknowledges the respective roles of each organization in advancing an evolving BC Tripartite PSE Model – described further in this report. IAHLA and FNESC also have received funding to develop a costing model for First Nations-mandated institutes, which will inform the development of a provincial treasury board submission to support those institutes. More information is available at [www.iahla.ca](http://www.iahla.ca).



## The K-12 Aboriginal Education Partners

First established in 1998, the BC Aboriginal Education Partners Group has grown to include significant partners in the BC education system, including FNEC, the FNSA, Indigenous Services Canada (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 BC Métis Nation. In 1999, the organizations signed a Memorandum of Understanding to formalize their relationship, 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.

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

### **1999 Memorandum of Understanding**

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The Partners Group has facilitated critical dialogue in recent years, leading to agreement about important policy changes related to the Evergreen certificate and also advancing consideration of other important objectives, such as advocacy for a mandatory First Nations course for the BC Ministry of Education graduation program and improved First Nations teacher recruitment and retention rates.

▼ Rosie Seymour Elementary



## The Indigenous Post-Secondary Education and Training Partners

In March 2005, several stakeholders in Indigenous post-secondary education (PSE) agreed to work together to improve access and success for all Aboriginal post-secondary students in BC, reflected in their signing of a formal Memorandum of Understanding (MoU). The resulting Indigenous PSE and Training Partners continue to meet regularly to share information and implement joint strategies, including working to transform PSE in this province.

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

**2005 Memorandum of Understanding**

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

Throughout 2018/19, the PSE Partners played a critical role in advancing a number of priorities, including: support for First Nations-mandated institutes; support for Indigenous board members; responding to the Aboriginal Learners in BC’s Public Post-Secondary System Report; considering supports for former children and youth in care; and involvement with the Indigenous Skills Training Alignment Project. FNEC supports the Partners and coordinates their efforts to advance positive changes in Indigenous PSE in BC, through both the leadership of the Partners Group and the work of the member organizations.

### Joint Partners Group

For several years, the BC K-12 Aboriginal Education Partners and the Aboriginal PSE and Training Partners have engaged together to share information, discuss issues of common concern, and implement joint strategies. For example, a jointly established Aboriginal Teacher Recruitment, Retention and Deployment Working Group is focused on developing much-needed strategies and a comprehensive plan to increase the number of Aboriginal teachers in BC.

◀ Sardis Elementary







▲Walnut Park Elementary

## National Partnerships for First Nations Education

Throughout the past two years, BC First Nations representatives contributed to 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 policy framework for enhancing First Nations elementary and secondary education, which builds on an extensive engagement process and new investments by Canada, is intended to respect the diversity of First Nations through regional education models and agreements that will form the basis of new partnerships for First Nations education. The policy framework was ratified by the AFN Chiefs in Assembly in December 2017, and BC First Nations negotiated the first regional education agreement under this new approach – i.e. the BC Tripartite Education Agreement (BCTEA), described in detail further in this report.

FNESC representatives have also been actively involved in national discussions of First Nations PSE. 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 a commitment to undertake a comprehensive and collaborative review of PSE supports. The Assembly of First Nations (AFN) implemented that review with a PSE Review Working Group, which included representation by the Chair of the IAHLA Board, the Chair of the FNESC Post-Secondary Subcommittee, and FNESC staff. FNESC remains actively involved with the AFN's follow-up to this review and Canada's PSE commitments, as described further in this report.

## Memoranda of Understanding

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

# OUR INFORMATION SHARING EFFORTS

## The FNEC Annual Aboriginal Education Conference

Approximately 800 people attended FNEC's 24<sup>th</sup> Annual Aboriginal Education Conference in November 2018, which focused on the theme of *Implementing the United Nations Declaration on the Rights of Indigenous Peoples*.

The Conference began with an evening auction in support of the Seventh Generation Club, as well as a presentation by the Tree of Life Dance Group, which was formed to bridge the connection between youth and elders by passing on knowledge and culture and carrying on the teachings of respect embedded in Kwakaka'wakw songs, dances, speaking and ceremony.

### Keynote speakers at the event included:

- **Grand Chief Edward John**, Hereditary Chief of Tl'azt'en Nation, who has served in many leadership roles at the local, provincial, national and international levels, including serving on the First Nations Summit Political Executive, as a former Expert Member of the United Nations Permanent Forum on Indigenous Issues, and as a participant in the development of the Declaration on the Rights of Indigenous Peoples
- Accomplished playwright, director, actor, and Artistic Director of Indigenous Theatre with the National Arts Centre of Canada, **Kevin Loring**, **Nlaka'pamux** from Lytton First Nation, winner of the 2009 Governor General's Award for English Language Drama for his play *Where the Blood Mixes*, and creator of the 2012 Songs of the Land project
- **Eden Robinson**, Haisla/Heiltsuk fiction author of *Traplines*, *Blood Sports*, *Son of a Trickster*, *Trickster Drift*, and *Monkey Beach*, which won the Ethel Wilson Fiction Prize and was nominated for the Giller Prize and the Governor General's Award
- **Nłe7kepmx**, Syilx and Métis author of four children's books, **Nicola Campbell**, finalist for the 2012 Christie Harris Illustrated Children's Literature Prize, winner of the 2009 TD Canadian Children's Literature Award, and co-winner of the 2006 Anskohk Aboriginal Children's Book of the Year Award
- **Drew Hayden Taylor**, whose award-winning plays have been produced in Canada, the United States, and Europe, whose novels have been nominated for several awards, including the Governor General's Award for fiction, and who has written numerous scripts for television series

In addition to those presentations, the conference participants chose from a range of workshops on topics including, among many others, strategic planning through an Indigenous worldview, accessing Indigenous Languages resources, reconciliation, math through cedar weaving, anti-racism, education for healing, and fostering a spiritual, traditional, and practical relationship to the land.



## OUR NUMBERS

750

participants at the 2018 FNEC  
Annual Aboriginal Education  
Conference

## OF PEOPLE WHO PROVIDED FEEDBACK

94%

FOUND THE  
OVERALL  
CONFERENCE  
EXPERIENCE  
EXCELLENT OR  
GOOD

89%

FOUND THE  
CONFERENCE  
WORKSHOPS  
EXCELLENT OR  
GOOD

84%

FOUND THE  
NETWORKING  
OPPORTUNITY  
EXCELLENT OR  
GOOD



## SAMPLE PARTICIPANT COMMENTS

*"This was my first time attending a FNEC Conference. I will definitely be attending again!"*

*"What a wonderful, well-organized event! I liked the variety of workshops, presentations and keynote speakers. The Thursday night reception was great for networking and I really enjoyed the performances and the meals. Thank you."*

*"Thank you for the energy and hard work. My favourite conference of all time."*

*"My Indigenous soul is full of wonderful knowledge to bring to my students of all ages and culture."*

*"Thank you for a wonderful learning experience!"*

*"Really wonderful experience. I will definitely be back and will recommend the conference to colleagues / family / friends."*

*"The conference is always a great experience but this year was amazing! Great workshop selection, which made it hard to choose!! Thank you all for the great work to make this event successful!!"*

◀ Arden Elementary

## The FNSA 2018 Conference and Annual General Meeting (AGM)

The April 2018 FNSA Conference and AGM, focused on the theme of *Honouring Our Past, Our Present, and Our Future*, provided an opportunity for participants to network, share their experiences, and learn about effective practices related to instruction, school administration, and student supports.

Conference participants enjoyed a number of presentations from students who worked with the N'we Jinan Tour, which brings a mobile recording studio and a video production team into schools and youth centres across First Nation and Native American communities. The Conference participants enjoyed witnessing the creative spirit of the youth through their live performances, which demonstrated the students' skills in song-writing, sound recording, and music and video production.

### The 2018 Conference also featured keynote speakers:

- **Sophie Pierre**, former chief of ?Aq'am, St. Mary's Indian Band, former Chief Commissioner of the British Columbia Treaty Commission, and an accomplished Indigenous leader distinguished for her commitment to First Nations education
- **Dr. Avis Glaze**, the founder of Edu-quest International, who is recognized for her work in leadership development, student achievement, school system improvement, character development, and equity of outcomes for all students.

Finally, the Conference workshops facilitated a sharing of ideas about a range of relevant First Nations education topics, including improving reading comprehension, language nests, teaching multi-grade classes, First Nations learning essentials, and adult education strategies.

### OUR NUMBERS

**550**

participants at the April 2018  
FNSA Conference

### OF PEOPLE WHO PROVIDED FEEDBACK

**100%**

FOUND THE  
OVERALL  
CONFERENCE  
EXPERIENCE  
EXCELLENT OR  
GOOD

**93%**

FOUND THE  
CONFERENCE  
WORKSHOPS  
EXCELLENT OR  
GOOD

**88%**

FOUND THE  
NETWORKING  
OPPORTUNITY  
EXCELLENT OR  
GOOD

### SAMPLE PARTICIPANT COMMENTS

*"Thank you for another wonderful, inspiring FNSA Conference!"*

*"The conference was really enjoyable. Full of information, and having N'we Jinan there gave it purpose!"*

*"I enjoyed everything I attended! It's always a wonderful experience to be there."*

*"The quality of the workshops was excellent and the performers were inspirational!"*

*"Excellent speakers. Very good workshops. Awesome kids' performances."*



## 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 provide important opportunities to discuss emerging issues with the goal of increasing the capacity of First Nations and their partners to address critical education matters affecting their learners. The sessions also represent a fundamental component of FNESC's efforts to maintain accountability to First Nations in BC.

### OUR NUMBERS

7

Regional Sessions

208

participants total

### SAMPLE PARTICIPANT COMMENTS

*"Thank you for the Regional Session. I learned a lot and have questions to think about. I appreciate all the work being done on behalf of our people."*

*"This session was so informative for me! This was an excellent Regional Session."*

*"Thank you for all the work and advocacy that your team does."*

▼ Wagalus Elementary



## Other Information Sharing and Consultation Efforts

FNESC and the FNSA regularly organize a broad range of information sharing sessions, 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, e-Bulletins provide updates about emerging topics, and the organizations implement media strategies as appropriate to promote more widespread awareness of the educational needs of First Nations.

▼ Queneesh Elementary







# OUR AGREEMENTS

## First Nations Education Jurisdiction Agreements

For more than a decade, FNEC and First Nations in BC have been working to advance the FNEC, Canada and British Columbia 2006 Education Jurisdiction Framework Agreements, with associated enabling legislation passed by Canada in 2006 and British Columbia in 2007.

Because implementing the jurisdiction agreements was hindered for some time by an inability to finalize the associated financial arrangements, in 2013 all parties signed an extension of the agreements until 2018. Within that time, Canada removed the key barriers that had delayed progress, and in 2018 First Nations involved in the education jurisdiction process were able to re-engage with Canada to advance the agreements toward finalization. Recognizing the significant lapse in the jurisdiction negotiations, the original Negotiating First Nations (NFNs) were asked to confirm their continued participation in the initiative, resulting in eleven of the original NFNs affirming their commitment and two new First Nations joining as NFNs.

Those NFNs and Interested First Nations (IFNs) have now developed up-to-date Terms of Reference to assist First Nations in understanding the process for participating in the jurisdiction initiative. Other significant achievements in 2018/19 include jointly updating the Canada-First Nation Education Jurisdiction Agreement and Canada-First Nation Education Jurisdiction Funding Agreement, as well as developing a methodology for costing education governance. Additional work undertaken in the past year includes a review of education governance structures and associated templates, local information sharing efforts, and detailed

discussions of future jurisdiction responsibilities, including school and teacher certification processes, curriculum and 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, and these and many other activities mean that the NFNs are now ready for initialing agreements in the near future

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

### OUR NUMBERS

13

Negotiating First Nations (NFNs) offered ongoing support, including regular jurisdiction meetings

54

Interested First Nations (IFNs) offered ongoing support

\$200k

(approx) total allocated to NFNs to support local jurisdiction preparations



## The BC Tripartite Education Agreement (BCTEA)

In 2012, BC First Nations – through FNEC – and the Governments of Canada and British Columbia signed the Tripartite Education Framework Agreement (TEFA), representing a cooperative commitment to sustained, systemic changes that will raise First Nations student achievement rates. TEFA formally recognized the capacity of BC First Nation communities and schools to build and implement a relevant and research-based First Nations Education System, and the agreement 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 Funding Handbook and Estimator Tool were created to support First Nations representatives in analyzing the TEFA funding model.
- TEFA led to improved data collection approaches, resulting in meaningful information to support program planning and monitoring.
- TEFA funding for core and second level services sponsored meaningful programs for First Nations education, as described throughout this report.

When TEFA expired in 2017, all of the signatories agreed to an extension until June 2018, and throughout 2018/19 a variety of efforts were undertaken to support the negotiation of a meaningful tripartite education agreement to take effect upon the expiration of the extended TEFA. In particular, ongoing consultations were organized to ensure appropriate representation of First Nations' perspectives in negotiations with Canada and British Columbia, including the best options for allocating

the expanded funding that accompanies the new agreement.

As a result of those efforts, in June 2018 the *BC Tripartite Education Agreement: Supporting First Nation Student Success (BCTEA)* was signed by FNEC, Canada, and British Columbia, and witnessed by the FNSA. BCTEA is intended to promote systemic shifts and collective efforts that will support improved educational outcomes of all K4 – 12 First Nation students in BC, regardless of where they live or are enrolled in school. The agreement includes the following new commitments, among many others.

### Canada's New Commitments

- BC First Nations will have access to any new federal investments in First Nations education.
- A process to update the funding formula is clearly set out.
- A BC-specific approach to compliance reviews for the nominal roll will eliminate the attendance requirement, which previously resulted in many students being removed from nominal roll.
- Funding for full-day K4 will be forthcoming.

## BC's New Commitments

- School districts and First Nations will create joint plans to address the transportation needs of students who attend public schools, to be funded through a targeted transportation fund beginning in 2019/20.
- Local Education Agreements (LEAs) between First Nations and School Boards will continue to be supported and encouraged, and First Nations without an LEA will have the option of using a provincial LEA (described further in this report).
- BC will support FNEESC's ongoing engagement with the Ministry of Education.
- Improved accountability and reporting for students in public schools will include First Nations' access to their students' data, a second enrolment count, and annual student outcome reports to FNEESC.
- One of the province's six annual teacher professional development days will focus on enhancing First Nations student learning outcomes, beginning in the 2019/20 school year.
- BC and FNEESC will jointly convene an annual meeting with school districts to share information.

## New Changes to Nominal Roll

- Nominal Roll enrolment will be verified jointly by First Nations and Schools Districts each year.
- First Nation students enrolling in more than eight courses – including dual credit students – can now be claimed in excess of 1.0 FTE.

## OUR NUMBERS

### NEW ONE-TIME FUNDING COMMITMENTS THROUGH BCTEA

**\$1.38M** for new computers for First Nation schools

**\$1.38M** for First Nation school connectivity upgrades

**\$1.7M** for First Nation school bus purchases

**\$11.5M** Estimated maximum for maintaining First Nation school connectivity from 2018-2023

### ONGOING FUNDING COMMITMENTS THROUGH BCTEA

An additional \$20 million dollars annually for First Nations education in BC, with the following priorities affirmed by representatives at a provincial information session held on March 12, 2018.

- First Nations Language and Culture programs – approximately \$14 million
- Additional funding for First Nation schools' transportation needs – approximately \$1.3 million
- Transportation capital (school buses) for First Nation schools – approximately \$1 million
- Increased funding for First Nations adult education – approximately \$900,000
- Expanded second and third level services – approximately \$2.7 million

The existing special education program, which was not included in the first phase of TEFA, is incorporated into BCTEA at the existing funding level of \$24 million, with confirmation that the program model designed by and for First Nations schools in BC can continue.

## FNESC / BC Ministry of Education Protocol Agreement and Related Collaboration

In June 2015, the BC Ministry of Education and FNESC signed their first-ever protocol agreement to formalize their long-standing bilateral relationship and provide a clear framework for continued joint efforts. The protocol is being complemented by regular meetings of staff and quarterly meetings of FNESC and the Deputy Minister, as well as the development of a joint workplan.

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

### **BC / FNESC Protocol Agreement**

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Associated with this protocol, FNESC continues to be an active participant in provincial policy discussions, and FNESC and the Province of BC have worked together to share resources and expertise, and to extend relevant services between the First Nations and public education systems. For example, the following key partnership activities, among many others, represent important opportunities to better embed the First Nations voice in public education decision-making.

- FNESC and FNSA have been invited to join a number of Ministry of Education committees and provided detailed feedback regarding the BC curriculum, the Rural Schools Strategy, inclusive education changes, and public education assessment and reporting processes.
- FNESC representatives have attended meetings of district Aboriginal Principals, when possible, and have increasingly participated in meetings of BC School Superintendents.
- FNESC is represented on the BC Teachers Council.
- 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 and Adult Dogwood Diploma.
- Due in part to FNESC's long-term advocacy, and as formalized in TEFA and now BCTEA, the Ministry publishes data annually to monitor the achievement of Aboriginal students in BC and provides access to community-specific data to inform First Nations about their students' progress and assist with 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 will co-develop the Ministry's Indigenous Languages Policy.
- The Ministry is regularly invited to facilitate workshops at FNESC's annual Aboriginal Education Conference and to participate in the yearly series of Regional Sessions, enabling BC to share information and directly consult with First Nation and First Nation school representatives.
- FNESC is fully involved in the Ministry of Education's ongoing funding review, follow-up, and implementation, including being represented on the associated Funding Review Working Groups and Technical Review Committee.

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; Safe Schools Committee; an anti-guns and gangs violence initiative; Emergency Planning and Preparedness Committee; 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; and Ministry of Education Funding Review Working Groups and Technical Committee.





▲ Rosie Seymour Elementary

## Post-Secondary Education and Training Protocol Agreement

Signed by advanced Education Minister Andrew Wilkinson, FNEESC President Tyrone McNeil, and IAHLA Chair Verna Billy-Minnabarriet on July 8, 2016, a Post-Secondary Education and Training Protocol Agreement supports collaboration to improve educational outcomes for Indigenous post-secondary students in BC. The protocol recognizes that Indigenous-controlled post-secondary institutes are a critical part of BC's post-secondary system, acknowledging their work within communities to support learners in achieving their education goals. The protocol is also intended to contribute to improved collaboration between communities and the provincial government, and in turn between Indigenous institutes and the public post-secondary system, leading to increased participation and success for Indigenous learners in higher education.

More details related to FNEESC's post-secondary support activities are included further in this report.

# OUR FIRST NATIONS LANGUAGES WORK

The BC First Nations Education System is built on a recognition that their 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. Additionally, in 2015 the Truth and Reconciliation Commission (TRC) identified 94 Calls to Action – including important measures focused on supporting First Nations to regain fluency in their languages and cultural revitalization.

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“Based on the authority and direction of First Nations, FNEC and the FNSA have worked to establish an effective and relevant education system to support First Nation Students and First Nation Schools that ... is founded upon the priority of exercising and revitalizing First Nations' languages and cultures, and reflects the cultures, values and traditions of the communities they serve... ” **2018 BCSEA**

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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 dedicated representatives of First Nation communities and schools, as well as partner organizations.

## First Nations Language Teacher Mentor Apprentice Program (FNLTMAP)

2018/19 represented the third year of a First Nations Language Teacher Mentor Apprentice program, which is intended to assist language teachers in increasing their language fluency in order to enhance the quality of instruction and learning within First Nations language education programs, and to support the development of more immersion programming by interested First Nations. The 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. Twelve teams were involved in the program in 2018/19.





▲ Walnut Park Elementary

## First Nations Languages Fluency/ Proficiency Degree

For the past several years, significant effort has been made to explore a possible First Nations Language Fluency / Proficiency Degree Program. An Indigenous Language Fluency 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. Now, FNEC has received \$2 million from the Ministry of Advanced Education, Skills and Training to work with the consortium to fund the delivery of the first two years of this Degree in communities, enabling students to enhance their fluency and prepare for the next stages of the Program or ladder into other post-secondary pathways.

## Association of BC Deans of Education

Since 2011, FNEC 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 priorities: 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. FNEC and IAHLA continue to meet regularly with ABCDE and look forward to more pro-active initiatives in the coming year.





▲ Kinnikinnick Elementary

## BCTEA Language and Culture Initiatives

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

Specifically, FNEsc and the FNSA are now providing grants to First Nations schools totaling approximately \$14 million annually – which is in addition to the \$5 million that is provided directly to schools for Language education through the BCTEA funding formula. FNEsc and FNSA are also implementing a range of programs and services to provide collective supports to First Nation schools and communities, including: school visits from a Language Curriculum Manager and Language and Culture Coaches to support school staff and students; regional First Nations school information sessions; workshops on curriculum and resource development; and a range of professional development opportunities for Language teachers.

BCTEA also recognizes that all students should have the opportunity to learn an Indigenous language whenever possible and with the support of the Indigenous community. Therefore, the agreement includes mutual commitments related to the development of a collaborative, co-created process to support K-12 Indigenous language learning in public schools, including joint work on a Ministry of Education Indigenous Language Policy and implementation plan. BCTEA also provides for the collection and analysis of meaningful Language and Culture learning data, the advancement of full-course offerings in First Nation languages, and the inclusion of FNEsc in any reviews of or changes to relevant Ministry of Education standards and policies.

### OUR NUMBERS

122

schools received a First Nations Language grant in 2018/2019

4,983

First Nation students received Language and Culture instruction in 2018/2019

4.91

hours, average, per week of instruction in Language provided to First Nation students

7.73

hours, average, per week of instruction in Culture provided to First Nation students

128

coaching visits to schools in 2018/2019

5

First Nations Language regional sessions in 2018/2019

91

participating teachers in First Nations Language regional sessions

# First Nations Language Curriculum Development for First Nation Schools

Since 2017, a First Nations Language Curriculum Development Specialist has been working directly with school representatives to identify common First Nations Language Essential Learning Outcomes, as well as associated instructional strategies and common formative assessment tools to determine how students are progressing toward the expected outcomes. To continue building on that work, 2018/19 Education Partnership Program funding was accessed to develop a new First Nations Language Essentials (FNLE) Level 2 S.T.O.R.Y. curriculum guide, created with a focus group of First Nations Language teachers who also received coaching to support their continued implementation of the first FNLE Level 1 A.S.K.M.E. curriculum in their classrooms.

## OUR NUMBERS

100

First Nations Language teachers and educators joined together to collectively share and review the newly developed materials and strategies through a Professional Languages Learning Community.

OF THE 23 PARTICIPANTS WHO RESPONDED TO A FEEDBACK SURVEY:

92%

FOUND THE  
EXPERIENCE  
RELEVANT OR  
VERY RELEVANT

98%

FOUND IT  
USEFUL OR  
VERY USEFUL

100%

REPORTED THAT  
THE EXPERIENCE  
SUPPORTED  
THEM IN  
IMPROVING THEIR  
EDUCATIONAL  
PRACTICE

## SAMPLE PARTICIPANT COMMENTS

*"It is a great opportunity to collaborate with other Language colleagues."*

*"Being able to network with the other teachers and work on translations and teaching methods is incredibly helpful for me as a young teacher."*

*"It was great getting together with other First Nations schools and having uninterrupted time for brainstorming and sharing teaching techniques."*

*"The knowledge gained through Elders sharing is important to our learning. It is inspirational to share and work towards bettering our school."*

*"The opportunity to share, exchange, plan and develop language curriculum as a collective is critical."*

▼ Gwa'sala-'Nakwaxda'xw School



▼ Arden Elementary



# OUR ADDITIONAL WORK TO SUPPORT K4 – 12 FIRST NATIONS EDUCATION

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“Canada and British Columbia recognize FNEC, working with the FNSA, as having demonstrated the capacity to administer education programs and services on behalf of First Nations and First Nation Schools in British Columbia, to implement research-based and relevant programs to support First Nation Schools to deliver quality education and improve student outcomes, to provide Second and Third Level Services to First Nations and First Nation Schools, and to advocate for and advance the interests and needs of First Nation Students attending BC Schools.” **2018 BCTEA, 4.1**

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## School Assessment and Certification

The First Nations Schools Assessment and Certification Process is a five-year cycle of review and follow-up that was established almost two decades ago and is now a primary component of several key education agreements, including BCTEA, Reciprocal Tuition, First Nation schools’ access to the Dogwood and Adult Dogwood Diploma, and jurisdiction. The School Assessment Process supports participating schools in reviewing all aspects of their operations, student achievement data, and input from students, parents, school staff, and other community members, with the goal of identifying their strengths and creating a plan for improvement.

Schools are supported in this work through an information meeting, funding grants to sponsor the assessment activities, and assistance from experienced coaches. Participating schools are also visited by an appointed team of individuals who review the findings and School Growth Plan and provide suggestions and feedback. Schools are then supported in implementing their School Growth Plans through funding grants and continued coaching. Interested schools also may request “Certification,” which requires meeting a set of collectively established standards.

▼ Naramata Elementary



## OUR NUMBERS

23

First Nation schools participated in the School Assessment and Certification Process in 2018/19

35

First Nations schools that previously completed the Assessment Process, including a School Growth Plan, received a Growth Plan Grant in 2018/19

68

First Nations schools are now Certified by the FNSA

6

School Assessment Coaches made 97 school visits to support program participants in 2018/19



## Professional Development Supports

Effective school leadership is critical for school and student success, and there is strong evidence of the need to pro-actively support principals so they are able to fulfill their leadership responsibilities. Research also shows that teachers matter but that teachers also differ significantly in effectiveness, depending to a large extent on their access to quality professional development. Building on that perspective, a number of professional development activities are regularly implemented for principals and teachers who work in First Nations schools.

### 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. The 2018/19 event included a full day presentation on supporting new teachers by Tina Boogren, a former teacher mentor, instructional coach, 2007 finalist for Colorado Teacher of the Year, recipient of the Douglas County School District Outstanding Teacher Award eight years in a row, and author of *In the First Few Years: Reflections of a Beginning Teacher*, *Supporting Beginning Teachers*, *The Beginning Teacher's Field Guide*, and *Take Time for You*. The 2018 Principals' Short Course also included a second full day focused on the implementation of the new BCTEA.

### OUR NUMBERS

76

First Nation school principals and vice principals attended the 2018 event

▼ Queneesh Elementary



### The First Nations Schools Professional Growth Process (PGP):

Established almost two decades ago, 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 First Nation school principals through a combination of in-school visits, video coaching, and email/telephone support, helping principals fully understand the complexity of their roles, modeling supervision of instruction practice (including effective teacher observations and follow-up), demonstrating good instruction, assisting with scheduling / planning of school structures, guiding principals in accessing available services, providing professional advice, facilitating professional development, and helping with the design and implementation of frameworks for monitoring and responding to student data.

### OUR NUMBERS

59

First Nation schools were involved in the PGP process in 2018/19

The Regional Principals made **240 school visits** (spending **387 days** providing in-school support), and provided approximately **1,606 support telephone calls**, **2,749 emails**, and **19 remote coaching sessions**

Of the respondents to a feedback survey:

93%

FOUND THE SUPPORT THEY  
RECEIVED FROM THE  
REGIONAL PRINCIPAL  
VERY SUPPORTIVE OR  
SUPPORTIVE

80%

BELIEVE THEY ARE BETTER ABLE  
TO UNDERTAKE THEIR PRINCIPAL  
ROLE AS A RESULT OF THE  
PROJECT\*

\* 20% were neutral about this question

## SAMPLE RESPONDENT COMMENTS

*"No matter how long I have been a principal it is extremely beneficial to discuss situations within the school and the community with a knowledgeable and experienced Regional Principal. This kind of support is very hard to detail and describe, but it is indispensable."*

*"I got support for everything from day to day school operations to curriculum and guidance in managing and supporting staff - and everything in between. The support is very welcome."*

*"It helped me when a job transition was made mid-year. The coaching provided a smooth transition into my new placement and helped the school keep moving smoothly. The constant support and feedback help me grow and connects me with the right resources and people to help overcome obstacles."*

*"My Regional Principal was always available by email and phone to answer my questions, and as a new principal, I had many questions. She talked me through navigating difficult situations, and connected me to other supports available through FNEESC."*

**Professional Learning Communities Initiative:** For almost a decade, staff of many First Nations schools in BC have been collectively involved in a Professional Learning Communities (PLC) model – joining in 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, gathering together in two annual face-to-face meetings for networking, information sharing, and training, complemented by teleconferences of Principal PLC groups throughout the year.

## OUR NUMBERS

66

principals were involved in the Principal PLC in 2018/19

## OF THE RESPONDENTS TO A FEEDBACK SURVEY:

69%

OF THE  
RESPONDING  
PRINCIPALS FOUND  
THE EXPERIENCE  
RELEVANT TO  
THEIR WORK

73%

FOUND THE  
INITIATIVE  
USEFUL

78%

BELIEVE THAT  
THE PLC  
EXPERIENCE HAS  
SUPPORTED THEM  
IN IMPROVING  
THEIR PRINCIPAL  
PRACTICE

▼ Arden Elementary



## SAMPLE RESPONDENT COMMENTS

*"I love meeting with other principals to be able to connect and share about our practice."*

*"It was great for me as a first year principal to be involved in conversations with experienced principals."*

*"The PLC experience provides opportunities to collaborate with our colleagues/peers from various communities around the province and hear/see first-hand what they are implementing in their schools. Great ideas, and the means to put them into action, come from these get-togethers."*

*"Because the people who gather at these sessions are all working to meet the same goals, the meetings are in my mind extremely relevant."*

Through a teachers' PLC initiative, teachers of various grade levels 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 identified essential learning outcomes. The grade group teachers meet face-to-face twice each year, complemented by teleconferences and additional webinars. PLCs are implemented for teachers of K4, K5/Grade 1, Grades 2/3, Grades 4/5, Grades 6/7, high school, and adult education, with approximately 40 - 45 teachers in each cohort group.

## OUR NUMBERS

205

teachers participated in the Teacher PLC initiative in 2018/19

14

Teacher PLC meetings were organized

## OF THE RESPONDENTS TO A FEEDBACK SURVEY:

78%

FOUND THE  
EXPERIENCE  
RELEVANT OR  
VERY RELEVANT

91%

FOUND IT  
USEFUL OR  
VERY USEFUL

82%

BELIEVE THE  
EXPERIENCE  
SUPPORTED  
IMPROVEMENTS IN  
THEIR EDUCATION  
PRACTICE

## SAMPLE PARTICIPANT COMMENTS

*"I believe that it is important to continue to educate yourself. The training that I have received by attending the PLC has definitely increased my knowledge about how to successfully teach young children literacy and social emotional skills."*

*"It's always helpful to have a team of other teachers behind you."*

*"Thank you for providing this professional opportunity to better serve our students."*

▼ Barriere Elementary





## Curriculum Resource Development and Promotion

High quality, relevant curriculum resource materials are critical for promoting a range of First Nations education goals, reflected in an ongoing commitment to creating and sharing new materials with interested educators in public and First Nations schools, through workshops, partner group meetings, speaking events, and social media.

- In 2018/2019, FNEC and the FNSA continued the development of a new resource to promote the integration of First Peoples (unappropriated) knowledge and perspectives into science courses at the grades 10 – 12 levels. Participants in two focus groups responded to drafts of a **Secondary Science First Peoples Teacher Resource Guide**, participating in professional conversations about teaching First Peoples science knowledge in thoughtful ways. This resource was piloted in Spring 2019, and will be freely available online beginning in August 2019.
- In the past year, FNEC and FNSA finalized the **BC First Nations Land, Title and Governance Teacher Resource Guide** for use at the elementary and secondary levels. This resource is intended to help students learn about: First Nations' strong, unique and diverse systems of governance and nation-to-nation relationships before contact; historical and present day impacts of colonization on First Nations governance; how contemporary First Nations government systems operate; the reasons, goals and challenges of First Nations self-government; the people and operations involved in local First Nations governance bodies; the reasons for the BC Treaty Process; and the diverse perspectives of First Nations individuals and communities about treaties and their alternatives. Draft versions of the resource were shared at one workshop and with two focus groups to facilitate feedback before it was piloted. The resource will be freely available online in August 2019.
- In 2018/2019, FNEC and FNSA began updating the **Math First Peoples Resource Guide** to reflect changes to the provincial Math curriculum and expand the resource for additional grade levels. Following focus group feedback, the revised resource will now be used in a pilot process in First Nations and public schools prior to finalization in Spring 2020.
- English First Peoples (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, and EFP 12 satisfies the grade 12 English Language Arts graduation program requirement and the entrance requirements for a full range of post-secondary programs. An accompanying **English First Peoples 10, 11, and 12 Teacher Resource Guide** supports 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. In 2018/19 three workshops were organized to support the Guide and a focus group explored how to use the resource for teaching in inclusive classroom environments. Focus group participants also created sample unit plans that will be made available in Fall 2019.
- **Indian Residential School Resources** for grades 5, 10, 11/12 are being used by teachers across BC who are committed to respectfully and sensitively including Indian Residential Schools and Reconciliation in their teaching, and in 2018/19 a workshop was provided to support teaching and learning about Residential Schools in BC classrooms.

- Two workshops were sponsored by FNEC/FNSA to support the use of **First Peoples Principles of Learning Resources**, facilitating dialogue about infusing classrooms and schools with First Nations content and perspectives in respectful and thoughtful ways, and seven additional workshops were provided at public education events.
- Finally, in 2018/19, work continued to support the inclusion of First Peoples knowledge 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.

#### OUR NUMBERS

40

participants in the 2018/19 Residential Schools and Reconciliation Workshops

185

participants in the English First Peoples Workshops

565

participants in the Integrating First Peoples Content and Principles of Learning Workshops

90

participants in the BC First Nations Land, Title, and Governance Models Workshop and Focus Groups

44

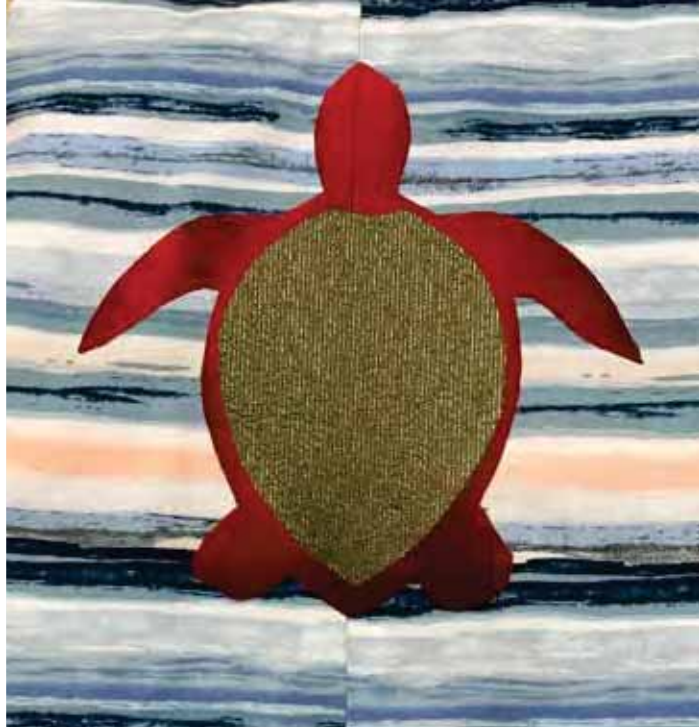
participants in the Secondary Science First Peoples Workshop and Focus Groups

15

participants in the Math First Peoples Focus Group

36

participants in the English First Peoples 10-12 and Inclusive Education Workshops



▲ TM Roberts Elementary

## Promoting Evidence-Based Decision Making

Recognizing the value of evidence-based decision-making and the meaningful use of substantive information for program monitoring, improvement planning, and reporting, FNEC and FNSA support First Nations schools with the collection and analysis of relevant data, including through the School Assessment Process and in ongoing professional development initiatives, and by sponsoring the collective scoring and analysis of Acadience Reading and Canadian Achievement Test 4 (CAT4) test results.

#### OUR NUMBERS

64

of the 70 schools that can be using Acadience Reading did so in 2018/19 (i.e. those that offer grades K5 – 6)

72

First Nations schools were supported with CAT4 scoring in 2018/19

64

First Nations schools were supported with DIBELS collective data analysis in 2018/19



▲ Gwa'sala-'Nakwaxda'xw School

## Information and Communications Technology Support Programs

Information and communications technology (ICT) programming 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, and FNEC and FNSA activities focused on ICT capacity have accordingly increased significantly in the past several years.

### Data Records and User Management System (DRUMS):

First developed in 2010, the Data Records and User Management System (DRUMS) provides an integrated infrastructure for managing student information at the school level, and for analyzing and reporting aggregate data at the provincial level. 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. Training opportunities are available for schools that are using DRUMS, and FNEC and FNSA regularly communicate with the schools to ensure that the system remains relevant and effective. Specifically, in May 2019 a focus group meeting was organized to discuss DRUMS strengths and areas for improvement, and adjustments are now being made to reflect the valuable feedback provided by the focus group participants.

**Technology Support Line:** BCTEA funding sponsors a toll-free technology support line to answer questions from First Nations school staff who require assistance with issues related to hardware and software (such as upgrades, licensing, warranties, product suggestions and usage), connectivity challenges, possibilities for accessing funding and estimating costs, accessing bulk purchasing opportunities, and DRUMS.

### OUR NUMBERS

2,589

phone information  
requests were answered  
in 2018/19

3,467

email information  
requests were answered  
in 2018/19

### OUR NUMBERS

89

First Nation schools participated in the  
DRUMS initiative in 2018/19

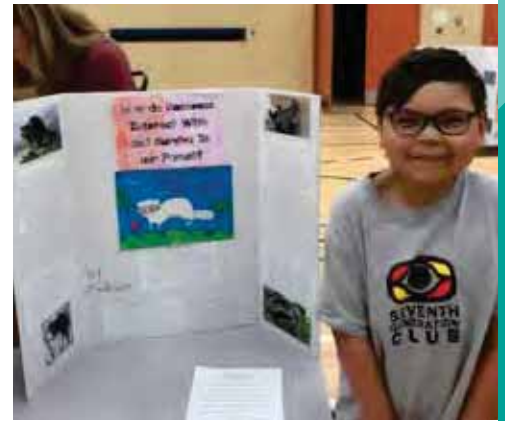
56

First Nation schools participated in  
DRUMS training in 2018/19





▲ Walnut Park Elementary



▲ Arden Elementary

**Connectivity Upgrades for First Nation Schools:** In a very exciting new initiative, through the renewal of TEFA and the initial implementation of BCTEA, ISC committed over \$4 million for one-time First Nation school connectivity upgrades, as well as an estimated \$11.5 million for maintaining First Nation school connectivity from 2018–23.

#### OUR NUMBERS

**106** schools and communities received connectivity upgrades in 2018/19

**10** additional schools will have their connectivity upgrades completed in the coming year

**Regional ICT Support Technicians:** In 2018/19, FNECS and FNSA were able to access federal Education Partnership Program funding to support the hiring of four ICT Resource People. The ICT Technicians were collectively able to visit each First Nation school at least twice in the 2018/19 school year, with additional visits to remote / particularly under-served schools, and the Technicians were able to help with: technology and network supports; connectivity problem solving; server administration; computer, printer, and/or smart board set up and training; and mentoring community IT staff and capacity building within communities. The initiative increased schools' knowledge of ICT tools, equipment and materials, and provided much-needed on-the-ground support for the effective implementation of new resources provided through BCTEA for computer purchases and connectivity improvements, maximizing the benefits of those new investments.

#### OUR NUMBERS

**544** school visits made by ICT Resource Technicians

## Connected Classrooms Initiative

Historically, many small and remote First Nations high schools have had challenges offering a full range of secondary courses and attracting specialized teachers. In response, Connected Classrooms facilitates an innovative opportunity for collectives of First Nation schools to offer high school courses using a combination of technologies, including real time video conferencing, to create an integrated, interactive classroom environment for students in various locations. 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 by in-person support on-site. In a May 2019 focus group meeting, representatives of schools that use Connected Classrooms emphasized the important benefits of this initiative for their students and shared useful ideas for continuing the program in a way that will maintain its success.

### OUR NUMBERS

13

**schools participated in Connected Classrooms in 2018/19**

11

**courses were offered collectively by the participating schools**

170

**course registrants (with some students taking more than one course in 2018/19)**

## Bus Capital Program

With the transition to BCTEA, FNEC and FNSA are now very pleased to be managing new funding from ISC for the purchase of school buses for First Nation schools. Following direction from a Working Group comprised of representatives of First Nation communities and schools, this funding will be allocated to First Nations based upon factors including bus age, mileage, and bus route conditions. Grants allow for the purchase of a range of bus sizes depending on school needs, with ninety percent of the grants provided up-front and the remaining ten percent provided based upon proof of purchase.

### OUR NUMBERS

\$1.6M

**Funding available for each of 2017/18 and 2018/19**

23

**new buses were purchased in 2017/18**

18

**new buses were purchased in 2018/19\***

\*(reflecting the generally larger bus sizes needed in 2018/19)

▼ Kinnikinnick Elementary





▲ Queneesh Elementary



▲ Rosie Seymour Elementary

## Teacher Recruitment and Retention Activities

Effective recruitment and retention practices are one of the key aspects of operating a strong school, and FNEC / FNSA therefore implement several activities to directly support schools in selecting the right personnel, supporting their continued employment, and developing their staff to reach their full potential. For example, FNEC and FNSA have created an *Employment Handbook for First Nations Schools*, *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” to bring greater attention to the unique and positive job opportunities the schools offer. Since 2012/13, those materials have been complemented through an ongoing partnership that allows First Nations schools to access the services and web site of Make a Future – which innovatively promotes employment opportunities to a broad audience and enhances the recruitment efforts of First Nations schools. See [www.makeafuture.ca](http://www.makeafuture.ca) for more information about this opportunity.

To build upon those initiatives, beginning in spring 2018 a new Human Resources (HR) Coach was hired to share advice and relevant resources, such as template letters, agreements, forms, job descriptions, and policies. The HR Coach facilitates training to First Nations school principals and community Education Directors and provides day-to-day advice through email and a telephone helpline.

In addition, given the significant discrepancy between the proportion of First Nations students and First Nations teachers represented in the BC public education system, pro-active efforts are being made to address this critical issue, such as the First Nations Teacher Recruitment and Retention Deployment Strategy being advanced by the Joint K-12 and PSE Partner Groups.

### OUR NUMBERS

16

new employer accounts were created in 2018/19 on the Make a Future web site

182

active First Nations school employer accounts on the Make a Future web site in 2018/19

136

average views of First Nations schools' job postings on the Make a Future web site in 2018/19

13%

increase in traffic on First Nations employer profile pages on the Make a Future web site in 2018/19

28%

more jobs were posted by First Nations schools on the Make a Future web site in 2018/19

63

schools were provided with HR Coaching advice and resources





▲ Waglus Elementary



▲ Senpaqin School

## Local Education Agreement Supports

First Nations, FNEC, and other First Nations education partners recognize the numerous potential benefits of Local Education Agreements (LEAs) — i.e. arrangements between BC First Nations and School Boards that outline strategies that both parties agree will result in greater student success, and the mechanism through which federal funding for identified First Nations students is distributed to school districts and Independent Schools through First Nations.

**“The Parties recognize Local Education Agreements as an integral part of the delivery of education services to First Nation students attending BC Schools, as they are an important mechanism for building relationships between First Nation communities and boards of education and schools, or independent school authorities, to support improved First Nation student outcomes.” 2018 BCTEA 4.11**

Given their importance, BCTEA includes important commitments to support the negotiation of effective LEAs wherever possible, recognizing their potential for transforming education systems for the benefit of First Nations learners. For example, the BCTEA Parties have now drafted a Provincial LEA template that addresses best practices and common concerns related to First Nations education. Ultimately, the goal is to have the Provincial LEA apply, at the request of a First Nation, where there is no existing LEA between a First Nation and School Board. It is also intended that, over time, the document will be adapted by First Nations and school districts to address local priorities, and First Nations that have an LEA will use the Provincial LEA in considering possible amendments to the language or content of their existing agreements.

FNEC also requested 2018/19 Education Partnership Program funding to continue a number of long-term activities to increase the number of LEAs signed in BC. For example, an LEA Manager is employed to share information about and support for LEA discussions. A comprehensive repository of knowledge related to LEAs is maintained on the FNEC website ([www.fnesc.ca/lea](http://www.fnesc.ca/lea)), and an LEA Toolkit is available and is amended at least yearly as policy or legislative changes and/or new information arises. Additionally, a large provincial meeting involving representatives of First Nations that currently have at least one signed LEA was sponsored using 2018/19 Education Partnership Program funding, which led to a broader understanding of LEA developments and potential enhancements.

### OUR NUMBERS

10

site visits by the FNEC LEA Manager in 2018/19

200

approximate number of telephone and email contacts, providing support to 76 First Nations and Tribal Councils

77

participants in the 2019 provincial LEA Gathering



▲ Naramata Elementary

## Public Education Information Sharing Workshops

In order to support the efforts of FNEC and the BC Ministry of Education to improve First Nations student outcomes in the BC public education system, funding was accessed through the federal Education Partnership Program (EPP) to sponsor five targeted regional workshops intended to support First Nations that do not have LEAs in facilitating collaborative dialogue and strategy development by First Nations with the BC Ministry of Education, provincial school districts, and BC public schools.

The information sharing workshops included discussion of an important new BCTEA development; school districts and First Nations will now work together to develop Joint First Nation Student Transportation Plans. To support those plans, beginning in the 2019/20 school year a First Nation Student Transportation Fund will be established by targeting existing resources for this specific purpose. This important and complicated new opportunity was a critical issue for consideration with First Nations in the 2019 information sharing workshops. Additionally, the workshops included discussion of issues such as LEA developments, data and information access and sharing, and Ministry changes related to inclusive education. It is expected that promoting awareness and facilitating input into these topics will ultimately support First Nations education improvements and better accountability for First Nations student outcomes.

### SAMPLE WORKSHOP PARTICIPANT COMMENTS:

*"This was an interesting workshop. Our children are sent off-reserve to go to school because there is no school in the village. The children are boarded out to other families and they come home during holidays! It is good to know how our students can get the support they need to graduate."*

*"Lots of work still needs to be done for all our First Nations children."*

*"Great workshop. I feel better informed."*

*"Thank you for the information. It helped me get a better understanding."*

*"My questions were answered and I know what to do about the situation at hand in my community. This will help me at the negotiating table, as well."*

*"FNEC is doing super outstanding work. Thank you!"*

### OUR NUMBERS

67

representatives participated in the five EPP-sponsored information-sharing workshops

## Special Education Program

For almost two decades, a FNEC/FNSA Special Education Program (SEP) has supported First Nations schools in meeting the needs of their students with exceptionalities. Each year, the majority of the funding available for this program is allocated to all First Nations schools through grants to support their special education programming. A separate portion of the BC SEP funding is also available through a proposal process to address extraordinary needs that cannot be met using schools' annual grants.

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

- SEP staff share information with schools, answer questions, organize services, and provide overall management to ensure the effective operation of the program. The SEP staff also provide **professional development through workshops and in-school support** from SEP Coaches who have a range of specialized skills. 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) provide teachers and education/learning assistants with information and language development strategies that are of benefit to all students, and assessment and intervention recommendations for specific students with exceptional language learning needs.
- **Occupational Therapists (OTs) and Physical Therapists (PTs)** provide families and school staff with relevant training and provide needed student assessments and follow up, including intervention recommendations and supports.
- BC First Nations schools are invited to participate in a provincial-level **Coordinated Psycho-Educational Assessment initiative** for students referred for potential learning and behavioural disabilities; individual psycho-educational assessments are sponsored to determine students' needs, establish follow-up procedures, recommend interventions, and provide direct supports for students, as appropriate.
- Services through the SLP, OT, PT and 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.
- Additional specialists are providing **autism-focused assistance** for students identified through assessments and SEP staff visits to schools.
- **Behaviour Coaching** visits and phone calls are scheduled when requested, with first priority given to schools that enroll students with exceptional needs who do not have access to behaviour supports through school-based counselors.
- The BC SEP funding annually sponsors **training for Education Assistants** 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 for networking and training.
- SEP involves professional development and pro-active, direct assistance to promote the use of student assessments to identify any students who may require specific interventions to ensure their long-term educational success.
- Finally, specialized supports and materials are provided for students who require **specific assistive technologies** in order to access the curriculum and demonstrate their progress in learning.



## OUR NUMBERS

**122** schools were provided and reported on 2018/19 SEP grants

**1,918** students supported through SEP grants (regular and additional, proposal-based grants)

**122** different schools received second level SEP services

**90** student assessments sponsored through the Coordinated Psycho-Educational Assessment initiative

**98** different schools were visited by Special Education Managers and Coaches, with a total of **422** school visits

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

**45** schools were visited by SLPs, with **251** school visits total and **598** students supported

**26** schools were supported by OTs, with **63** school visits total and **168** students supported

**19** schools were supported by PTs

**193** workshops were provided by SEP Staff (Managers, Coaches, SLPs & OTs)

**7,824** contacts made by SEP staff with schools (including the toll-free line and emails)

## BCTEA REPORTING NUMBERS

**1,884** SEP funded students have IEPs

**1,619** students met one or more of the goals on their IEP – that is, **86%** of SEP supported students

Of the respondents to a feedback survey about the SEP in-school support services:

**91%**  
FOUND THE IN-SCHOOL SUPPORT SERVICES VERY RELEVANT OR RELEVANT

**93%**  
FOUND THE SERVICES USEFUL IN HELPING TO MEET THE NEEDS OF STUDENTS

## SAMPLE PARTICIPANT COMMENTS

*"It was amazing to have teams come out to work with our high cost students and support our teachers and EAs with professional development."*

*"This year was my first year as a Special Education Teacher. The support I received was extremely helpful. I would not have been able to complete the year without the great support."*

*"The support I received from my SEP coach was excellent. They attended Student Services Team meetings and therefore gave me feedback on my coordination and facilitation of the meetings. Email correspondence was always within the same day and their knowledge and expertise allowed me to gain valuable professional development. I am very grateful to have this type of support. Video coaching was also used and the feedback allowed me to implement new strategies I hadn't thought of before or aren't knowledgeable about."*

*"The services were very helpful. I really appreciated how they worked with me to ensure the specific needs of each student were met rather than getting general blanket suggestions."*

## Summer Literacy Programs

After successfully accessing federal 2018/19 First Nations Student Success Program Early Literacy funding, FNEC and FNSA were excited to offer the fourth and final year of a pilot project intended to address the well-recognized problem of “summer slide” – a loss of learning amongst students during long breaks from school. Following a request for proposals, 35 First Nations schools were provided a grant to offer summer learning programs in 2018/19 in order 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.

### OUR NUMBERS

35

summer learning programs were supported in 2018/19

600

students participated in a sponsored program

Data gathered to evaluate the pilot programs suggest promising results from the summer literacy opportunities. In total for the four years:

- 51% of students who were enrolled in a Summer Learning Program experienced summer slide – although 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 a greater proportion of these students tested at or above grade level before the summer learning programs, in comparison to the cohort of participating students.
- 63% of students in randomly selected control schools that were not provided a program grant experienced summer slide – although a greater proportion of these students tested at or above grade level before the summer, in comparison to the cohort of participating students.

▼ Senpaqcin School



▼ Arden Elementary





▲ Barriere Elementary

## 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 parenting resources. In 2018/19, introductory packages were sent to all First Nations schools and registered Parent Clubs, and all Clubs received incentive materials, a regular newsletter, and calendars for participating parents. Parent Kits were also distributed, including meal-conversation starters, Aboriginal learning links magnets, the Parents Club Handbook, and other practical resources to assist parents in supporting and advocating for their children. In addition, funding grants were distributed to sponsor local Club activities such as luncheons, guest speakers, and other activities to encourage parental involvement and learning.

### OUR NUMBERS

91

Parents Clubs in 2018/19

1,800

Parents Club members in 2018/19

36

Parent Club grants awarded\*

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



▲ Highlands Elementary

## 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 with information related to higher education, career planning, nutrition, wellness, and organization skills, and featuring pictures and photos contributed by schools and students. In addition to the Daytimers, the Seventh Generation Club sponsors regular newsletters, a sports day, and contests to promote the Club's goals.

### OUR NUMBERS

129

schools participated in the Seventh Generation Club

10,600

Seventh Generation Club members in 2018/19

37 Seventh Generation Club Coordinators who replied to a feedback survey about the Club consistently reported that the Daytimers are valuable. In particular, they appreciate that the Daytimers provide informative facts, focus on Indigenous themes and highlight pictures from the clubs, and support communications with parents.





▲ Kinnikinnick Elementary

## First Nations and Inuit Youth Employment Strategy Initiative

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

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

### OUR NUMBERS

165

communities funded through SWEP in 2018/19

4,588

youth supported through the Career Promotion and Awareness Program in 2018/19

833

students sponsored for Cooperative Work Placements in 2018/19

3,961

students participated in Science and Technology Programs in 2018/19

138

students were sponsored through the Mentored Work Placement Program in 2018/19

## 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, by providing First Nations with grants to sponsor activities such as tutoring and homework clubs, parent information sessions, workshops to promote career planning, relevant field trips, student visits to post-secondary institutes, science camps, and student attendance at health career fairs. In the long-term, it is anticipated that these programs will enhance broader efforts being made to increase the participation of First Nations students in health and science post-secondary programs and careers.

### OUR NUMBERS

39

communities provided a program grant

2,712

participants in program activities

## Artists in Education Initiative

Since 2003, 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, Artstarts grants support artistic programming in schools across the province.

Artstarts 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. The artists involved 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.

### OUR NUMBERS

20

schools provided an Artstarts grant in 2018/19

▼ Xpey' Elementary



## Circle of Well Being Challenge

The *Circle of Well-Being Challenge* (CWBC), sponsored by the First Nations Health Authority, is intended to promote good health by encouraging students to be physically active, eat healthy foods, and focus on mental health. The project distributes grants to support school-level activities, and shares information, documents, resources, and equipment for student use. A project coordinator also visits schools to provide encouragement, direct instruction, as well as project monitoring.

### OUR NUMBERS

27

**schools were involved in the CWBC**

353

**educators, volunteers, and community members were involved in the CWBC**

1,526

**students participated**

### PARTICIPANT COMMENTS:

*"An unintended outcome – learning about mindful eating combined nicely with composting, recycling and sustainable living."*

*"Students were excited to go home and be able to prepare foods using recipes learned from the cooking classes. Students got a boost of self-esteem from recreating hearty, healthy meals for their families."*

*"Trying a new sport (snowshoeing) builds resilience and self-confidence. It also promotes healthy risk taking."*

*"During the project we looked at how students were walking and three referrals were made to get their feet checked with a specialist. They now have orthotics and are receiving therapy for foot exercises."*

*"Other community members were intrigued by the project and wanted to learn more about hydroponic gardening, perhaps making it part of their home lifestyle to grow vegetables and fruit throughout the whole year."*

## Mental Health Training

Thanks to funding from the First Nations Health Authority, in 2018/19 FNEHC/FNSA offered a two-day mental health and wellness conference titled *Bridging the Gap in Mental Health and Wellness in First Nations Schools*. Ten presenters facilitated sessions on topics including intergenerational trauma, trauma informed practice to promote mental wellness, embracing traditional knowledge, resilience, mental health literacy resources, generalized anxiety disorder, and mental health first aid. In follow up to the conference, the mental health first aid presenter made herself available to do further training in school communities. During the upcoming school year, regional mental health sessions will be hosted by First Nation schools and the FNEHC Special Education Coach will provide training for EASE – Everyday Anxiety Strategies for Educators – in approximately eight communities.

### OUR NUMBERS

105

**educators attended the conference**

#### ▼ Walnut Park Elementary





# OUR FIRST NATIONS POST-SECONDARY EDUCATION WORK

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

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

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In keeping with First Nations’ commitment to lifelong learning, FNEESC works to advance quality post-secondary education (PSE) opportunities for First Nations learners, including increasing transitions and supporting improved outcomes for learners in both public post-secondary institutions and Aboriginal-controlled institutes.

## Post-Secondary Subcommittee

FNEESC’s work in PSE is guided by a Post-Secondary Subcommittee (PSSC), which advises, provides direction and makes recommendations related to provincial and federal PSE policies and programs, as well as services required to better support communities in the area of PSE. The PSSC involves FNEESC Board members who contribute to discussions about PSE, continue the development of a long-term PSE and Training Strategic Plan, advocate for post-secondary initiatives and services as necessary, and work with other provincial PSE organizations. Currently, the work of this Committee is focused on advancing a new BC Tripartite PSE Model (see below), which will be critical to building a First Nations post-secondary system that better meets the needs of learners, communities and First Nations-mandated institutes.

▼ Gwa'sala-'Nakwaxda'xw School



## BC Tripartite Post-Secondary Education Model

BC First Nations are now developing a BC Tripartite PSE Model, which will be based on the principle of First Nations control of First Nations education and the aspirations of BC First Nations with respect to PSE. The proposed Model includes funding, policy, and program delivery approaches for students, First Nations institutes, and community-based program delivery, as well as mechanisms to ensure that the public post-secondary system is responsive to the needs of First Nations learners. The Model proposes a tripartite approach to advancing First Nations PSE, with both Canada and BC fully engaged in its development and implementation.

In October 2018, FNEESC hosted a gathering to seek direction from First Nations leadership, PSE coordinators, and First Nations-mandated institute representatives about this initiative, and in 2018/19 FNEESC further consulted with community representatives through the annual PSE Coordinator Workshops (see below). Feedback from the gathering and workshops demonstrates general support for the Model being developed, and further engagement with First Nations will be undertaken in the upcoming year. FNEESC will also advocate for the provincial government to increase funding and develop regional

program guidelines that will support First Nations-driven approaches for effective PSE, and to develop mechanisms to ensure that public PSE institutions support community-driven programming, dedicate core resources to programs and services for Indigenous learners, and are accountable.

This work is also connected to FNEC's participation in the development of a policy proposal appended to a Memorandum to Cabinet (MC) concerning First Nations PSE in Canada. The policy proposal included a request for: increased investments in First Nations

PSE to support students, First Nations-mandated institutes, and community-based program delivery; more flexible terms and conditions for the Post-Secondary Student Support Program (PSSSP) and the Post-Secondary Partnerships Program (PSPP); and authorities and funding to support regional PSE models. The approval of that proposal by the federal cabinet, along with Canada's 2019 commitment of \$7.5 million over three years to support First Nations in engagement, partnership tables, and model design, provides BC with the space and funding to design and deliver PSE programs that reflect their unique needs.

## Post-Secondary Education and Training Policy Framework Refresh

Released in 2012, the *Aboriginal Post-Secondary Education and Training Policy Framework and Action Plan: 2020 Vision for the Future* outlines a plan for improving PSE opportunities and outcomes for Indigenous learners in BC. Though important progress has been achieved on the goals of the Policy Framework, this has been somewhat limited by the level of investment by the provincial government.

FNEC is now actively involved in ongoing discussions with its PSE partners, particularly the provincial government, to update the Policy Framework and align it with the provincial government's commitments to fully implement the United Nations Declaration on the Rights of Indigenous Peoples and the Truth and Reconciliation Commission's *94 Calls to Action*. The Policy refresh presents an opportunity to include more substantive commitments related to First Nations-mandated institutes, Indigenous language revitalization, reconciliation, and Indigenous teacher recruitment, retention, and deployment, among other key priorities. The updated Policy Framework must also align with the BC-Specific PSE Model to facilitate progress on shared goals and objectives.

In 2018/19, engagement related to the Policy Framework included: meeting with the Minister, Deputy Minister, Assistant Deputy Minister and staff of AEST; developing a bilateral workplan with AEST; participating in meetings of the Indigenous Policy Working Group; participating in the Indigenous Awards Committee of the Irving K. Barber Society; informing the review of Indigenous skills training programming in BC; identifying mechanisms to build the capacity of all public post-secondary institution board members as well as working with AEST to increase the number of board members representing First Nations; working with the Association of BC Deans of Education and the Indigenous Teacher Recruitment, Retention and Deployment Working Group to develop strategies to increase the number of Indigenous teachers in the workforce; developing a strategy to increase access and success of former children and youth in care in PSE; and continuing work with BC on its *Aboriginal Learners in British Columbia's Public Post-Secondary System*, including research on access, retention and completion of PSE among Aboriginal learners.

## Support for Community PSE Coordinators

First Nations PSE Coordinators are critical to the success of First Nations PSE, as they provide guidance to students, administer funding, and implement community PSE priorities. Recognizing their important role, FNEESC has developed a number of initiatives to assist First Nations PSE Coordinators in carrying out their work, and will expand on those supports to meet the emerging needs of First Nations under a new BC Tripartite PSE Model.

Throughout 2018/19, FNEESC provided direct and timely support through a Post-Secondary Resource Line, facilitating access to information about 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 included: ongoing updates to a local operating guidelines toolkit, with template guidelines, forms, and best practices for use by communities; facilitating communications related to federal PSE funding; maintaining a PSE Webpage; maintaining and updating Aboriginal Learning Links ([www.aboriginallearning.ca](http://www.aboriginallearning.ca)), a web portal that provides resources for Indigenous learners pursuing post-secondary studies; and assisting First Nation staff in identifying and applying for other sources of funding to support PSE learners.

Additionally, for the sixth consecutive year, in 2018/19 FNEESC hosted five regional PSE Coordinator Workshops to facilitate professional development, update communities on recent developments, and consult about the development of the BC Tripartite PSE Model. The two-day workshops facilitated input that will support changes to the PSSSP National Program Guidelines to give communities greater flexibility to better meet the needs of their students. Feedback from the participants will continue to inform FNEESC's advocacy and supports.

### OUR NUMBERS

303

contacts to the PSE Resource Line

125

participants in the PSE Coordinators' Workshops

### OF THE PSE COORDINATORS WHO PROVIDED FEEDBACK TO THE 2018/19 WORKSHOPS:

79%

FOUND THE  
CONTENT

EXCELLENT OR  
VERY GOOD

90%

FOUND THE  
CONTENT OF THE  
WORKSHOPS TO BE  
VERY RELEVANT  
AND VALUABLE

75%

FOUND THE  
PRESENTER

VERY  
INFORMATIVE

#### ▼ Naramata 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 lifelong learning for all First Nations learners. In order to support continued advancements in that System, FNEESC and the FNSA look forward to working with First Nations and First Nations school representatives, our memberships, and our education partners to build upon our positive relationships and achieve systemic educational reforms that will benefit First Nations children, youth, adult learners, families and communities. We welcome everyone who is interested to join us in our ongoing efforts.







## 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*

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## First Nations Education Steering Committee Society

March 31, 2019

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### 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 Audit of the Financial Statements

#### Opinion

We have audited the financial statements of First Nations Education Steering Committee Society (the "Society"), which comprise the statement of financial position as at March 31, 2019, and the statement of operations, statement of changes in fund balances and statement of cash flows for the year then ended, and notes to the financial statements, including a summary of significant accounting policies.

In our opinion, the accompanying financial statements present fairly, in all material respects, the financial position of the Society as at March 31, 2019, and its results of operations and its cash flows for the year then ended in accordance with Canadian accounting standards for not-for-profit organizations.

#### Basis for Opinion

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

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

Management is responsible for the preparation and fair presentation of the financial statements in accordance with 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.

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

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



### Auditor's Responsibilities for the Audit of the Financial Statements

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

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

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

### Report on Other Legal and Regulatory Requirements

As required by the Societies Act (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 11, 2019



**Chartered Professional Accountants**

# First Nations Education Steering Committee Society

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

Year ended March 31, 2019

	2019 \$	2019 \$	2018 \$
	<u>Budget</u>	<u>Actual</u>	<u>Actual</u>
<b>Revenue</b>			
ISC funding	62,626,130	62,626,130	45,990,266
Province of BC funding	4,320,000	4,320,000	322,000
Administration fee recoveries	455,050	532,577	1,474,026
Other funding sources	<u>1,547,019</u>	<u>1,503,957</u>	<u>1,244,351</u>
	<u>68,948,199</u>	<u>68,982,664</u>	<u>49,030,643</u>
<b>Expenditures</b>			
Direct	59,357,734	54,986,997	45,388,571
Indirect	5,090,117	4,720,535	4,017,570
Transfers to First Nations Schools Association	<u>435,400</u>	<u>435,400</u>	<u>350,400</u>
	<u>64,883,251</u>	<u>60,142,932</u>	<u>49,756,541</u>
Excess (deficiency) of revenue over expenditures	4,064,948	8,839,732	(725,898)
<b>Fund balance, beginning of year</b>	8,503,271	8,503,271	9,284,564
Recoveries of surplus	<u>-</u>	<u>-</u>	<u>(55,395)</u>
<b>Fund balance, end of year</b>	<u>12,568,219</u>	<u>17,343,003</u>	<u>8,503,271</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, 2019

	Schedule #	ISC funding	Province of BC funding	Other revenue	Total revenue	Total expenditures	Excess (deficiency) for the year	Beginning fund balance (deficit)	Interfund transfers	Ending fund balance (deficit)
										2019 \$
BCTEA Core	1	5,522,850	-	2,667	5,525,517	5,155,935	369,582	713,243	136,970	1,219,795
First Nations and Inuit Youth Employment Strategy Program	2	5,927,787	-	-	5,927,787	5,945,407	(17,620)	17,620	-	-
Career and Skills Development Resource People	3	-	-	-	-	-	-	-	-	-
National Engagement (New Paths)	4	-	-	-	-	-	-	-	-	-
First Nations Language Teacher Mentor-Apprentice Program	5	-	-	9,392	9,392	263,255	(253,863)	90,468	200,000	36,605
Annual Education Conference	6	-	-	288,719	288,719	288,492	227	139,727	-	139,954
Seventh Generation	7	-	-	77,187	77,187	72,911	4,276	3,037	-	7,313
First Nations Language Program	8	14,728,200	-	-	14,728,200	13,686,780	1,041,420	13,639	-	1,055,059
Contingency Reserve	9	-	-	500,651	500,651	-	500,651	3,988,469	(200,000)	4,289,120
P/A - Local Education Agreement	10	216,700	-	-	216,700	168,642	48,058	4,377	-	52,435
Post-Secondary Support to Communities	11	182,750	-	-	182,750	191,954	(9,204)	-	-	(9,204)
P/A - Language	12	-	-	-	-	28,029	(28,029)	-	-	-
P/A - Accountability	13	54,450	-	-	54,450	15,701	38,749	11,497	16,532	38,749
School Assessment	14	828,000	-	-	828,000	769,045	58,955	13,141	(16,532)	58,955
IAHLA	15	-	-	99,910	99,910	36,376	63,534	25,408	-	88,942
Education Governance Handbook and Training	16	-	-	-	-	-	-	-	-	-
Tripartite Agreement	17	626,300	-	-	626,300	202,846	423,454	(86)	86	423,454
Jurisdiction Project	18	-	-	-	-	-	-	365,745	-	365,745
Friends for Life/Mental Health Training	19	-	-	60,000	60,000	67,926	(7,926)	7,926	-	-
BCTEA Curriculum	20	180,000	-	-	180,000	180,000	-	(5,257)	5,257	-
Parents Club	21	97,000	-	-	97,000	48,654	48,346	4,078	-	52,424
S/R - Language	22	168,300	-	-	168,300	132,116	36,184	590	-	36,774
IAHLA Core	23	97,919	-	-	97,919	46,611	51,308	-	-	51,308
Vancouver Foundation Projects	24	-	-	-	-	-	-	-	-	-
Special Education Program	25	24,197,062	-	-	24,197,062	24,197,062	-	-	-	-
Post-Secondary Education Program	26	-	-	-	2,295,000	171,519	2,123,481	202,205	-	2,325,686
School Capacity Development	27	1,590,700	2,295,000	-	1,590,700	1,335,153	255,547	(263)	263	255,547
Jurisdiction Negotiation	28	471,228	-	-	471,228	401,228	70,000	-	-	70,000
Jurisdiction Capacity Building	29	191,704	-	-	191,704	191,704	-	-	-	-
Education Partners Activities	30	-	2,025,000	7,994	2,032,994	180,302	1,852,692	78,358	-	1,931,050
Professional Growth Process	31	465,000	-	-	465,000	329,305	135,695	(651)	651	135,695
Information System	32	174,000	-	-	174,000	191,069	(17,069)	(8,247)	8,247	(17,069)
Connected Classroom	33	315,000	-	-	315,000	307,171	7,829	4,871	(4,871)	7,829
P/A - BCTEA Negotiations	34	186,000	-	-	186,000	49,010	136,990	-	-	136,990
Transportation Research	35	-	-	-	-	-	-	-	-	-
Circle of Well-Being Challenge	36	-	-	70,000	70,000	77,879	(7,879)	21,204	-	13,325
S/R - Data and Information Management Project	37	343,786	-	-	343,786	352,419	(8,633)	8,633	-	-
S/R - TEFA Renewal	38	259,400	-	-	259,400	259,400	-	(2,961)	2,961	-
Summer Learning Program	39	514,100	-	-	514,100	514,100	-	-	-	-
Transportation Program	40	2,380,000	-	-	2,380,000	1,638,766	741,234	216,334	-	957,568
Internet Capability Upgrade	41	2,907,894	-	-	2,907,894	2,299,583	608,311	5	(5)	608,311
S/R - Technology Support	42	-	-	-	-	-	-	(871)	871	-
Health and Science Career Promotion	43	-	-	200,000	200,000	201,838	(1,838)	7,500	-	5,662
Core Projects	44	-	-	720,014	720,014	144,744	575,270	2,567,000	(137,289)	3,004,981
		62,626,130	4,320,000	2,036,534	68,982,664	60,142,932	8,839,732	8,503,271	-	17,343,003

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



# First Nations Education Steering Committee Society

## Statement of Changes in Fund Balances

Year ended March 31, 2019

					2019 \$	2018 \$
	Invested in capital assets	Restricted	Internally designated	Unrestricted	Total	Total
<b>Balance, beginning of year</b>	382,403	1,947,803	3,500,000	3,055,468	8,885,674	9,450,812
Excess (deficiency) of revenue over expenditures	-	7,763,811	-	1,075,921	8,839,732	(725,898)
Interfund transfers	-	337,288	70,000	(407,288)	-	-
Recoveries of surpluses	-	-	-	-	-	(55,395)
Purchase of capital assets	154,756	-	-	-	154,756	304,698
Amortization of capital assets	(128,324)	-	-	-	(128,324)	(111,979)
Obligations under capital leases	(91,681)	-	-	-	(91,681)	-
Repayment of capital lease obligations	<u>30,726</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>30,726</u>	<u>23,436</u>
<b>Balance, end of year</b>	347,880	10,048,902	3,570,000	3,724,101	17,690,883	8,885,674

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

# First Nations Education Steering Committee Society

## Statement of Financial Position

March 31, 2019

	2019 \$	2018 \$
<b>Assets</b>		
Current		
Cash	13,104,426	7,883,484
Term deposits (Note 3)	9,143,796	6,057,500
Accounts receivable	4,227,023	141,046
GST/HST receivable	133,611	158,630
Prepaid expenses	55,113	74,955
Due from First Nations Schools Association	<u>13,572</u>	<u>174,100</u>
	<u>26,677,541</u>	<u>14,489,715</u>
Capital assets (Note 4)	<u>426,411</u>	<u>399,980</u>
	<u>27,103,952</u>	<u>14,889,695</u>
<b>Liabilities</b>		
Current		
Accounts payable and accrued liabilities	9,334,538	5,986,444
Current portion of obligations under capital leases (Note 5)	<u>26,304</u>	<u>17,577</u>
	9,360,842	6,004,021
Obligations under capital leases (Note 5)	<u>52,227</u>	<u>-</u>
	<u>9,413,069</u>	<u>6,004,021</u>
Commitments (Note 8)		
<b>Fund balances</b>		
Invested in capital assets	347,880	382,403
Restricted	10,048,902	1,947,803
Internally designated (Note 10)	3,570,000	3,500,000
Unrestricted	<u>3,724,101</u>	<u>3,055,468</u>
	<u>17,690,883</u>	<u>8,885,674</u>
	<u>27,103,952</u>	<u>14,889,695</u>

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

Approved on Behalf of First Nations Education Steering Committee Society

 President

 Treasurer

# First Nations Education Steering Committee Society

## Statement of Cash Flows

Year ended March 31, 2019

	2019 \$	2018 \$
<b>Cash flows from operating activities</b>		
Excess (deficiency) of revenue over expenditures	8,839,732	(725,898)
Items not affecting cash		
Purchase of capital assets	154,756	304,698
Recoveries of surpluses	-	(55,395)
Changes in non-cash working capital		
Decrease (increase) in		
Accounts receivable	(4,085,977)	205,334
GST/HST receivable	25,019	(42,962)
Prepaid expenses	19,842	(32,881)
Due from First Nations Schools Association	160,528	6,197
Increase in		
Accounts payable and accrued liabilities	<u>3,348,094</u>	<u>984,846</u>
	<u>8,461,994</u>	<u>643,939</u>
<b>Cash flows from (used in) investing activities</b>		
Purchase of capital assets	(154,756)	(304,698)
Purchase of term deposits	(4,105,796)	(6,057,500)
Proceeds on redemption of term deposits	<u>1,019,500</u>	<u>3,000,000</u>
	<u>(3,241,052)</u>	<u>(3,362,198)</u>
<b>Increase (decrease) in cash during the year</b>	5,220,942	(2,718,259)
Cash, beginning of year	<u>7,883,484</u>	<u>10,601,743</u>
<b>Cash, end of year</b>	<u>13,104,426</u>	<u>7,883,484</u>

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



# First Nations Education Steering Committee Society

## Notes to the Financial Statements

March 31, 2019

### 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

### 3. Term deposits

Term deposits consist of eighteen guaranteed investment certificates ("GICs") ranging in amounts of \$ 500,000 to \$ 520,200. The GICs have maturity dates ending May 4, 2019, November 4, 2019, October 19, 2020 and February 15, 2023 with interest rates of 2.00%, 2.20%, 2.65% and 2.25% respectively. \$ 2,080,796 of the GICs are non-redeemable but mature within one year of March 31, 2019. The remaining \$ 7,063,000 of the GICs are redeemable only on the anniversary date each year.

### 4. Capital assets 2019

\$

	Cost	Accumulated amortization	Net
Capital lease - equipment	130,669	52,138	78,531
Computer equipment	519,677	366,408	153,269
Computer software	30,914	30,914	-
Furniture and equipment	205,958	148,143	57,815
Leasehold improvements	<u>286,631</u>	<u>149,835</u>	<u>136,796</u>
	1,173,849	747,438	426,411

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

Interest expense related to the capital leases was \$ 1,092 (2018 - \$ 1,469).

# First Nations Education Steering Committee Society

## Notes to the Financial Statements

March 31, 2019

5. Obligations under capital leases	2019 \$	2018 \$
Office equipment lease, 2%, maturing August 6, 2021	44,885	-
Office equipment lease, 0%, maturing May 31, 2023	33,646	17,577
Less: Current portion	<u>26,304</u>	<u>17,577</u>
	52,227	-

Minimum lease payments required in the next five years under the capital leases are as follows:

	\$
2020	27,035
2021	27,035
2022	16,175
2023	8,075
2024	<u>1,346</u>
Total minimum lease payments	79,666
Less: Imputed interest at rates between 0% to 2% per annum	1,135
Less: Current portion	<u>26,304</u>
	52,227

## 6. 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.

## 7. Economic dependence

The First Nations Education Steering Committee Society receives the majority of its revenues pursuant to a Comprehensive Funding Arrangement ("CFA") with Indigenous Services Canada ("ISC").

The CFA provides annual funding under a 5 year commitment through BCTEA.

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## First Nations Education Steering Committee Society

### Notes to the Financial Statements

March 31, 2019

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#### 8. Commitments

The Society leases its current office premises, which expires on October 31, 2022. The Society is obligated to make the following minimum lease payments in each of the fiscal years ending:

	\$
March 31, 2020	208,280
March 31, 2021	216,328
March 31, 2022	217,651
March 31, 2023	<u>134,122</u>
	776,381

#### 9. 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 arrangement 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.

#### 10. 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 \$ 3,570,000 (2018 - \$ 3,500,000), 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.

#### 11. 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:

	2019	2018
Number of employees and contractors	35	33
Total remuneration paid	\$ 3,858,341	\$ 3,818,427



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## First Nations Education Steering Committee Society

### Notes to the Financial Statements

March 31, 2019

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12. **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:

	2019 \$	2018 \$
President	22,800	23,100

# FIRST NATIONS SCHOOLS ASSOCIATION

## Financial Statements – March 31, 2018

### INDEX TO THE FINANCIAL STATEMENTS

Management's Responsibility for Financial Reporting

Auditor's Report

Statement of Operations and Changes in Fund Balances – Operating Fund	Statement 1
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Summary Statement of Operations and Changes in Fund Balances – Operating Fund	Statement 2
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Statement of Changes in Fund Balances	Statement 3
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Statement of Financial Position	Statement 4
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Statement of Cash Flows	Statement 5
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Notes to the Financial Statements

*Note: Schedules of Program Operations Available on Request*

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## First Nations Schools Association

March 31, 2019

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### 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.



Edith Loring-Kuhanga, President



Len Merriman, Treasurer





**D&H Group LLP**  
Chartered Professional Accountants  
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Vancouver, BC V6H 4C1

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## Independent Auditor's Report

To the Board of Directors of First Nations Schools Association

### Report on the Audit of the Financial Statements

#### Opinion

We have audited the financial statements of First Nations Schools Association (the "Association"), which comprise the statement of financial position as at March 31, 2019, and the statement of operations, statement of changes in fund balances and statement of cash flows for the year then ended, and notes to the financial statements, including a summary of significant accounting policies.

In our opinion, the accompanying financial statements present fairly, in all material respects, the financial position of the Association as at March 31, 2019, and its results of operations and its cash flows for the year then ended in accordance with Canadian accounting standards for not-for-profit organizations.

#### Basis for Opinion

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

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

Management is responsible for the preparation and fair presentation of the financial statements in accordance with 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.

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

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



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#### Auditor's Responsibilities for the Audit of the Financial Statements

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

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

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

#### Report on Other Legal and Regulatory Requirements

As required by the *Societies Act* (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.  
August 1, 2019

Chartered Professional Accountants

A BC Limited Liability Partnership of Corporations  
Member of BHD™ an Association of Independent Accounting Firms Located Across Canada and Internationally

**First Nations Schools Association**  
**Statement of Operations and Changes in Fund Balances**  
**Year ended March 31, 2019**

	2019 \$	2019 \$	2018 \$
	<u>Budget</u>	<u>Actual</u>	<u>Actual</u>
<b>Revenue</b>			
ISC funding - BCTEA, transfer from			
First Nations Education Steering			
Committee Society	435,400	435,400	350,400
Conference registration	165,000	166,200	114,600
Membership fees	20,000	17,723	19,137
ArtStarts contributions	28,820	28,820	25,750
New Relationship Trust contributions	-	-	11,800
Annual general meeting vendors' table income	9,000	8,740	13,420
Interest income	8,000	8,655	6,827
Miscellaneous	<u>15,000</u>	<u>16,502</u>	<u>19,382</u>
	<u>681,220</u>	<u>682,040</u>	<u>561,316</u>
<b>Expenses</b>			
Advisory services	15,000	18,767	11,900
Annual general meeting catering	190,000	189,925	205,354
Artists in Education program	38,000	34,600	34,000
Bank charges	-	160	240
Co-ordinator (recovery)	-	-	(5,893)
Directors' costs (Note 6)	114,800	120,654	96,716
Insurance	2,500	2,275	2,276
Materials and supplies	24,500	25,539	11,148
New Relationship Trust project	-	-	11,800
Professional fees	60,200	34,704	31,257
Representative travel	100,000	98,572	124,160
Speakers	<u>12,500</u>	<u>12,274</u>	<u>30,010</u>
	<u>557,500</u>	<u>537,470</u>	<u>552,968</u>
Excess of revenue over expenses	123,720	144,570	8,348
<b>Fund balance, beginning of year</b>	<u>291,218</u>	<u>291,218</u>	<u>282,870</u>
<b>Fund balance, end of year</b>	414,938	435,788	291,218

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



# First Nations Schools Association

Summary Statement of Operations and Changes in Fund Balances  
Year ended March 31, 2019

									2019 \$
	Schedule #	BCTEA funding	Membership fees	Other revenue	Total revenue	Total expenses	Excess for the year	Beginning fund balance	Ending fund
Core Projects	1	—	17,723	62,717	80,440	34,760	45,680	291,218	336,898
BCTEA Core and Conference	2	435,400	—	166,200	601,600	502,710	98,890	—	98,890
		435,400	17,723	228,917	628,040	537,470	144,570	291,218	435,788

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



## First Nations Schools Association

### Statement of Changes in Fund Balances Year ended March 31, 2019

	2019 \$	2019 \$	2019 \$	2018 \$
	<u>Restricted</u>	<u>Unrestricted</u>	<u>Total</u>	<u>Total</u>
Balance, beginning of year	-	291,218	291,218	282,870
Excess of revenue over expenses	<u>98,890</u>	<u>45,680</u>	<u>144,570</u>	<u>8,348</u>
Balance, end of year	98,890	336,898	435,788	291,218

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

# First Nations Schools Association

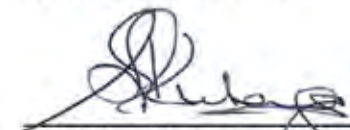
## Statement of Financial Position

March 31, 2019


	2019 \$	2018 \$
<b>Assets</b>		
Current		
Cash	492,527	447,472
Accounts receivable	1,700	170
Contributions receivable	-	3,000
GST/HST receivable	15,000	16,000
Prepaid expenses	14,954	4,076
	<u>524,181</u>	<u>470,718</u>
<b>Liabilities</b>		
Current		
Deferred revenue	74,820	5,400
Due to First Nations Education Steering Committee Society (Note 4)	<u>13,573</u>	<u>174,100</u>
	<u>88,393</u>	<u>179,500</u>
<b>Fund balance</b>		
Restricted (Schedule 2)	98,890	-
Unrestricted (Schedule 1)	<u>336,898</u>	<u>291,218</u>
	<u>524,181</u>	<u>470,718</u>

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

Approved on Behalf of First Nations Schools Association



Edith Loring-Kuhanga, President



Len Merriman, Treasurer

# First Nations Schools Association

## Statement of Cash Flows

Year ended March 31, 2019

	2019 \$	2018 \$
<b>Cash flows from operating activities</b>		
Excess of revenue over expenses	144,570	8,348
Changes in non-cash working capital		
Decrease (increase) in		
Accounts receivable	(1,530)	1,704
Contributions receivable	3,000	(3,000)
GST/HST receivable	1,000	2,362
Prepaid expenses	(10,877)	924
Increase (decrease) in		
Accounts payable	-	(5,893)
Deferred revenue	69,420	5,400
	<u>205,583</u>	<u>9,845</u>
<b>Cash flows from (used in) financing activity</b>		
Due to First Nations Education Steering Committee Society	<u>(160,528)</u>	<u>(6,197)</u>
<b>Increase in cash during the year</b>	45,055	3,648
Cash, beginning of year	<u>447,472</u>	<u>443,824</u>
<b>Cash, end of year</b>	<u>492,527</u>	<u>447,472</u>

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

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# First Nations Schools Association

## Notes to the Financial Statements

March 31, 2019

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### 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
- BCTEA Core and Conference

#### 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.



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## First Nations Schools Association

### Notes to the Financial Statements

March 31, 2019

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#### 3. Financial instruments

The Association's financial instruments consist of cash, accounts receivable, 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 ISC BCTEA funding transferred from First Nations Education Steering Committee Society (63.9% in 2019 and 62.4% in 2018).

#### 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, remuneration of \$ Nil (2018 - \$ Nil) was paid to directors.







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

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