





First Nations Education Steering Committee First Nations Schools Association

#113 - 100 Park Royal South West Vancouver, BC V7T 1A2

Toll-free: 1-877-422-3672 Phone: 604-925-6087

fnesc.ca | fnsa.ca

# FNESC | FNSA Annual Report 2016/17

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**APPENDIX 1:** FNSA EXECUTIVE & BOARD MEMBERS **APPENDIX 2:** FNESC EXECUTIVE & BOARD MEMBERS

The BC First Nations Education Steering Committee (FNESC) and First Nations Schools Association (FNSA) are very pleased to present our 2016/2017 Annual Report, which reflects our commitment to inform First Nations communities, schools, and post-secondary institutes, as well as our many education partners, about the activities we have implemented. Additionally, in the spirit of reduced reporting requirements for First Nations, this report outlines the explicit performance measures required from FNESC according to the Tripartite Education Framework Agreement (TEFA), which Indigenous and Northern Affairs Canada (INAC) has agreed to extract and use as necessary.

# MESSAGE FROM FNESC PRESIDENT TYRONE MCNEIL



Welcome to the 2016/2017 FNESC and FNSA Annual Report, which I hope will inspire a sense of pride for the considerable accomplishments made by First Nations in BC. At the same time, I hope that this review instills in us a determination to continue working for even more growth and improvement. In our numerous opportunities to engage with First Nations representatives throughout 2016/2017, I felt a sense of optimism and hope permeating the events, along with perseverance and an ongoing focus on the work we still have to do.

I invite you to read this report to learn more about our successes. In reflecting on the past year, I am pleased to note the considerable collaboration we have witnessed in advancing our existing agreements. The TEFA renewal activities, while challenging, are moving ahead, and we are now poised to make significant progress in implementing First Nations control of First Nations education. We have collected valuable information and feedback to demonstrate the many positive outcomes we are witnessing in First Nations education, all of which have been made possible because of the great support we have received.

I would like to thank our First Nations leadership and education partners for their contributions. I applaud all of your commitment, focus on student achievement, and constructive criticisms and recommendations for all that we do. We must design our approaches together so that we can make a meaningful, relevant difference for our learners, teachers, families, and communities. In that spirit, please do not hesitate to contact us if you have any concerns or suggestions. We welcome input and questions, and we look forward to our continued joint efforts in the year ahead.

# MESSAGE FROM FNSA PRESIDENT COLLEEN AUSTIN

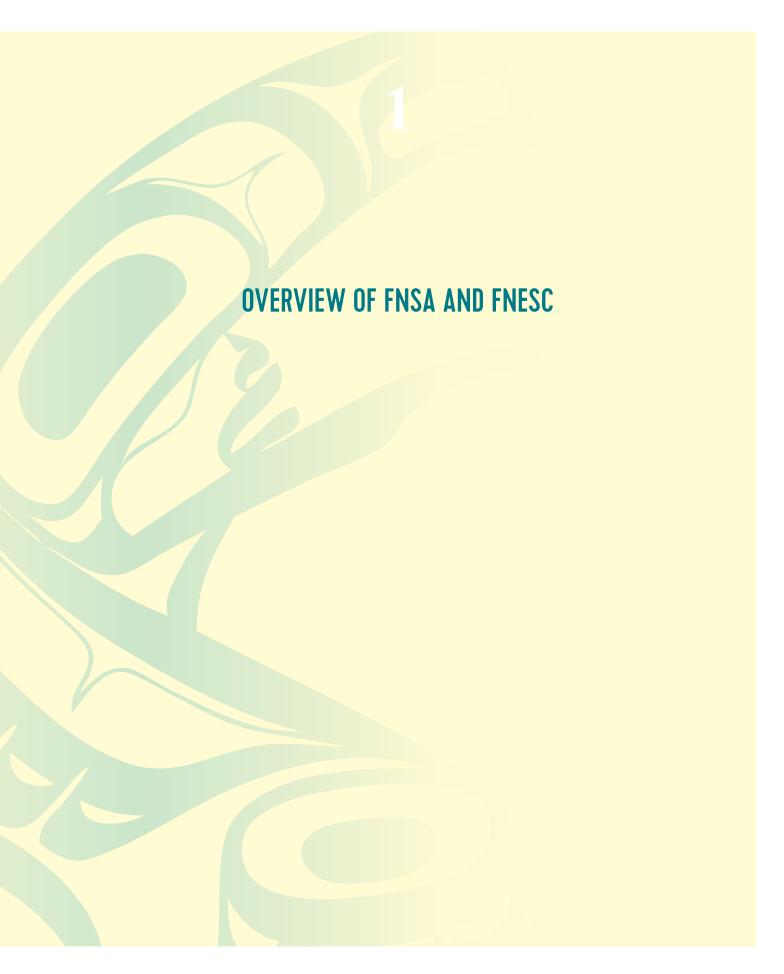


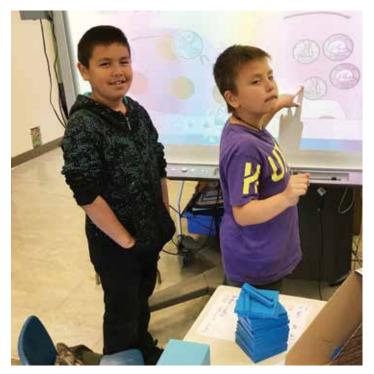
As FNSA President, I am pleased to introduce this 2016/2017 Annual Report. In the past year, we have been pleased to continue our efforts to share relevant information and resources, and we hope that our collective initiatives have helped First Nations schools provide the relevant learning opportunities that our learners deserve.

2016/2017 included some very exciting developments. Our membership gathered in several extra-ordinary meetings, providing important opportunities to hear directly about the needs and directions of the schools we represent. We came together an unprecedented number of times for professional development and networking opportunities, allowing us to share our inspiration, experiences and knowledge, which is the foundation for everything we do. And for the second year, through a partnership with the Ministry of Education, in 2016/2017 First Nations schools that do not have Independent School status were able to offer their graduating students the Dogwood Diploma – a strong recognition of the value of our work and tremendous accomplishments.

As always, the FNSA would like to thank everyone who has helped our organization continue to grow. Perhaps most importantly, the FNSA Board is very grateful to all of our members for their ongoing confidence and support. We hope that we have represented our schools and successfully reflected their directions throughout the past year. The FNSA looks forward to continuing our efforts to support all First Nations schools in providing the highest quality education possible.









Coldwater Band School

Cape Mudge Learning Centre



"The First Nation Schools Association will collaborate with First Nation schools to create nurturing environments that will develop learners' pride and competence in their First Nations language and heritage and will equip them to realize their full potential, within self-governing First Nations communities."

#### FIRST NATIONS SCHOOLS ASSOCIATION

First Nations schools in BC began working toward the establishment of a collective support organization over twenty-five years ago, and the First Nations Schools Association (FNSA) was formally established as a non-profit society with charitable status in 1996. The FNSA represents and works on behalf of First Nations controlled schools in BC, and almost all of the 128 BC First Nations schools in 99 First Nations communities are members of the Association. The FNSA has a mandate to support those schools in creating effective, nurturing, and linguistically and culturally appropriate

education environments that provide students with a positive foundation in all academic areas.

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

The list of FNSA Board Members as of March 2017 is attached as Appendix One.



"The First Nations Education Steering Committee exists to facilitate discussion about education matters affecting First Nations in BC by disseminating information and soliciting input from First Nations."

#### FIRST NATIONS EDUCATION STEERING COMMITTEE

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

FNESC facilitates collaborative services in the areas of research, communications, advocacy, program administration and networking. FNESC also strives to share up-to-date information about available programs, government policies and initiatives, and local, provincial

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

The list of FNESC Board Members as of March 2017 is attached as Appendix Two.

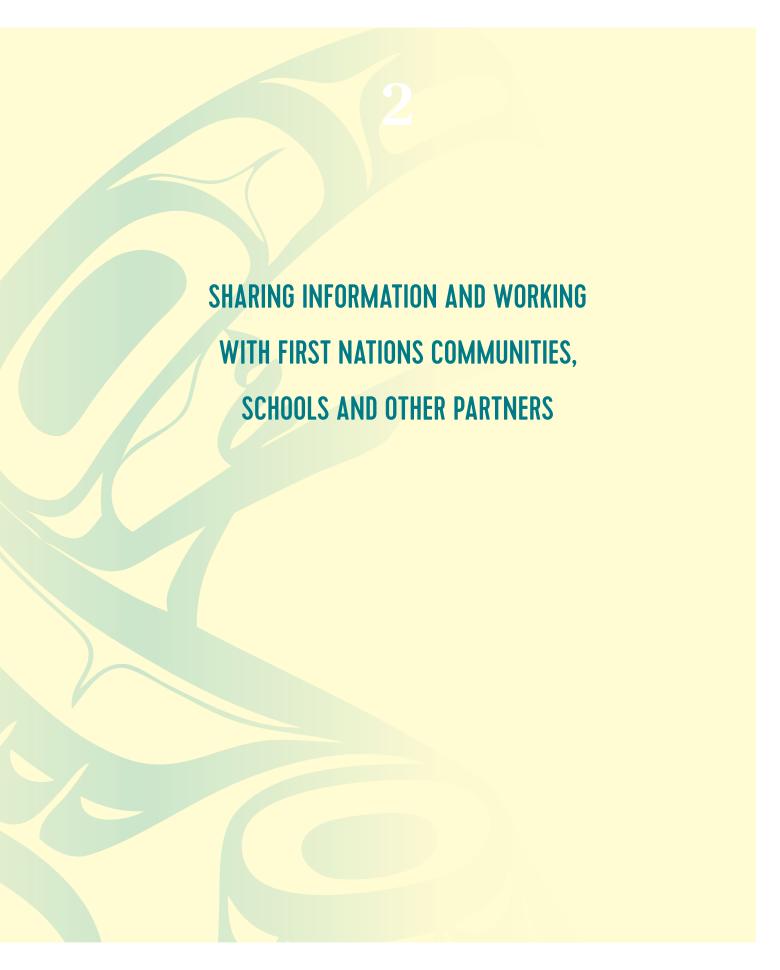
Number of voting participants at the July 2016 FNESC Annual General Meeting

56



Barriere Elementary





#### **BC FIRST NATIONS LEADERSHIP**

FNESC and the FNSA continually seek advice and direction from First Nations leadership in BC regarding all significant issues effecting First Nations education. Specifically, FNESC and the 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.

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

#### **FNESC REGIONAL SESSIONS**

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

REGIONAL SESSION DATE AND LOCATION		NO. OF Participants
November 14-15, 2016	Prince Rupert	32
November 17-18, 2016	Prince George	38
November 21-22, 2016	Kamloops	45
December 1-2, 2016	Cranbrook	15
December 14-15, 2016	Vancouver	46
TOTAL		176









FNESC Annual Aboriginal Education Conference, 2016



FNESC Annual Aboriginal Education Conference, 2016

#### 2016 FNESC ANNUAL ABORIGINAL EDUCATION CONFERENCE

In November 2016, the 22nd Annual Aboriginal Education Conference took place in Vancouver BC – a continuation of FNESC's yearly event dedicated to advancing quality education for First Nations learners. The theme for the 2016 event was "Celebrating First Nations Diversity" – a focus highlighted in the many workshops and special guests featured at the gathering.

Among other conference highlights, the attendees enjoyed a wonderful presentation by Welhtima Kexwusem, meaning "culture bringing people together" – a singing and dancing group established in 2004 by the Squamish Valley Education Department to revitalize the language and culture of the Skwxwú7mesh Uxwumixw peoples.

Jody Wilson-Raybould, Minister of Justice and Attorney General of Canada, and a lawyer, advocate, and a leader among BC First Nations, shared an inspiring keynote speech to open the 2016 Conference. In addition, Glen Hansman, President of the BC Teachers' Federation and Chair of the K–12 Aboriginal Education Partners, as well as Don Avison, Senior Negotiator on TEFA and Advisor to the Ministry of Education on Strategic Plan Development, made presentations about new directions in the BC public education system.

The 2016 Conference participants reported that the event was very successful; 93% of the participants who provided feedback indicated that the overall conference experience was excellent or good, 90% found the overall quality of the workshops excellent or good, and 89% found the networking opportunities excellent or good.

WHAT PARTICIPANTS SAID...

"Great opportunity to share best practices and problem solve across schools and school districts."

"Thanks for putting this very special conference together year after year."

"Thank you all for everything you do to bring hundreds of people together who share the same common goal for all children we teach and reach."

Number of participants at the 2016 Annual Aboriginal Education Conference

800





FNSA Conference, Mary Charles and Marie Matthew

**FNSA Conference** 

### WHAT PARTICIPANTS SAID...

"Some of the speakers were remarkable and encouraging. Networking was terrific, too."

"I appreciate the range of subjects covered in the workshops."

"Many of the presenters were excellent and gave lots to think about and lots of great ideas to put into practice."

"I appreciated all the workshops I attended - good, solid, practical, informing, and inspiring."

#### FNSA 2016 CONFERENCE AND ANNUAL GENERAL MEETING

The FNSA welcomed over 400 people to its 20<sup>th</sup> Annual Conference and Annual General Meeting – *Passion, Persistence, and Possibilities.* As well as numerous workshops and networking opportunities, the two day event included several keynote presentations.

To begin, internationally-recognized for her work in assessing the learning potential of disenfranchised students, Dr. Yvette Jackson shared her research in neuroscience, gifted education, and literacy to create schools in which each student's intellectual potential is believed in, valued and optimized. Charlene Bearhead, Education Lead for the National Centre for Truth and Reconciliation at the University of Manitoba, also reported on her experience as an educator and educational events coordinator with 30 years of regional, national and international experience in the field. Finally, Dr. Joanna Christodoulou shared her work to promote a better understanding of the brain behaviour relationship underlying reading and language development and difficulties.

Of the 200 Conference participants who shared their feedback: 83% found the conference agenda to be excellent or above average; 75% found the keynote addresses to be excellent or above average; and 75% found the conference workshops excellent or above average.

Number of participants at the April 2016 FNSA AGM and Conference

**OVER 400** 

#### 2016/2017 NATIONAL ENGAGEMENT STRATEGY — BC CONSULTATION SESSIONS

Throughout 2016/2017, the Assembly of First Nations (AFN) and the Education Branch of INAC joined in discussions of a proposed approach for advancing the Government of Canada's commitments related to First Nations education – which included regional engagement processes followed by a national consideration of identified regional priorities and visions. In order to respect the evolving First Nations Education System in BC, a number of opportunities were facilitated to ensure that the perspectives of First Nations in this region contributed to the ongoing national dialogue in a meaningful way.

Specifically, a Language Focus Day was held on January 27, 2017, with approximately 165 First Nation school and community representatives, as well as staff and government partners in attendance. Some of the key issues raised in the session include the following.

- Immersion education is perceived as the best approach for creating new speakers through
  formal education, and an inadequate number of certified language teachers is a key
  concern, with limited fluency levels highlighted as an issue for proactive attention.
- More fluent, certified language teachers, enhanced funding to support curriculum
  development, training for language teachers, and greater parental support were identified as
  critical for further program development. Funding and facilities were specifically identified
  as key for enhancing adult language programs.
- Improved technology to support language and culture programming was raised as an important consideration – including the need for greater funding and access to expertise.
- Language program planning support and new language teacher support were identified as priorities for second level support.

Additionally, the national initiative allowed for a one-day engagement event on February 9, 2017, involving Authorized Representatives of FNSA member schools as well as First Nation community representatives. That event allowed for a review of the existing second level services system, feedback about the supports being offered, and possible other collective efforts to support increased student achievement.

Overall, the February 9 meeting participants shared satisfaction with existing programs and services to support First Nations schools, including professional development, mentoring, technology, connected classrooms, and First Nations language and culture activities. Suggestions for improvement were also offered, and the participants highlighted challenges related to the connectivity of their schools, difficulties associated with teacher recruitment and retention, insufficiencies in funding for operations and maintenance and transportation, and a need for much greater support for information and communications technology.

In March 2017, 87 First Nations parents participated in an event organized to facilitate discussion about the education of their children, and to solicit their feedback and suggestions for improvement. When asked to identify what topics are priorities, the parent participants indicated First Nations language and culture learning opportunities, initiatives to promote students' self-confidence / self-identity, strong literacy and numeracy programs, initiatives to promote physical health, career and education planning for students, counseling and mental health supports, arts programs, and special education services.

In addition, the parents identified a number of ways to improve educational opportunities for First Nations students, including family support programs, greater integration of First Nations languages and cultures in schools, stronger connections with First Nations communities, appropriate counseling / emotional health supports for students, school curriculum that appropriately reflects First Nations peoples, employment of high quality teachers, anti-racism efforts, promotion of effective school leadership that understands the needs of First Nations students, career and education planning, anti-bullying efforts, and more First Nations teachers.

Finally, over 100 secondary students enrolled in nine different BC First Nations schools participated in youth engagement sessions sponsored in February and March 2017, highlighting a number of issues that they believe are priorities for First Nations education – broadly,

and in their own schools and educational experiences specifically.

- Many of the youth noted the importance of schools reflecting and reinforcing their realities, cultures and traditions, and encouraging positive self-identity, confidence, and self-motivation.
   Enthusiastic and engaging teachers and other supportive adults also were highlighted as key to student success.
- The youth highlighted the need for adequate resources for their schools, including facilities and resources, as well as counseling for career and education planning and personal issues.
- Some participants identified challenges associated with the relatively small size of their schools, suggesting that they would appreciate more courses of interest, greater access to gym equipment, enhanced counseling services, and a broader range of extra-curricular opportunities. For many youth, however, any limitations associated with a smaller school were far outweighed by the benefits, such as close and direct relationships amongst the students and staff.
- Overall, the youth shared an impressive range of goals for their lives after grade 12, and they demonstrated a strong understanding that doing well in school is critical for accessing options that interest them.

Number of participants in the Language and Culture Focus Day	117
Number of participants in the Authorized / Community Representatives Day	128
Number of participants in the Parent Engagement Session	87
Number of participants in the Youth Engagement Sessions	142





Sk'il Mountain Community School

Polaris Montessori Elementary

#### PARTNERSHIP EFFORTS WITH THE INDIGENOUS ADULT AND HIGHER LEARNING ASSOCIATION

The Indigenous Adult and Higher Learning Association (IAHLA) was created in 2002 by Aboriginal-controlled adult and post-secondary education institutes in BC. IAHLA is an independent non-profit society directed by a regionally representative ten-member Board of Directors. IAHLA contracts administrative services from FNESC, and the two organizations often cooperate on post-secondary matters. IAHLA's membership includes community-based institutes that offer a range of courses and programs that include: college and university programs leading to certificates, diplomas and degrees; adult education; language instruction; occupation-specific training and upgrading; and life-long learning activities. Working together through IAHLA, Aboriginal institutes are striving to increase recognition of their unique and successful approaches to community-based, culturally-relevant learning, and to raise awareness of their successful efforts to increase opportunities for adult learners.

IAHLA held its Annual General Meeting (AGM) and a panel discussion on May 18, 2016, with the theme "Envisioning the Future of IAHLA." The day's discussions focused on IAHLA's challenges and funding cuts, as well as its strengths, potential partnerships, and opportunities for moving forward.

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

### SUPPORT FOR THE FIRST NATIONS EARLY CHILDHOOD DEVELOPMENT COUNCIL

Research clearly shows that early learning opportunities are essential for promoting long-term success, and that early education opportunities are important for helping children to acquire specific knowledge, skills, behaviours, and attitudes that are linked to later social competence and academic achievement. Children who enter the formal school system with expected readiness skills are on a path to greater school outcomes, and exposure to high-quality education in the early years generally has a profound effect on later learning. Evidence also affirms the significant role of early learning in building identity, self-esteem, and social and communication skills that lead to a better quality of life.

Reflecting these understandings, FNESC is pleased to provide administrative support to the First Nations Early Childhood Development Council (FNECDC). The FNECDC was created in 2007, when stakeholders began discussing the need for a provincial BC First Nations early childhood agenda and action plan aimed at improving the well-being of First Nations children from prenatal to six years. On March 24, 2010, representatives from over 40 organizations, including FNESC and the FNSA, signed a Memorandum of Understanding to work together to improve Early Childhood Development programs and services.

The FNECDC's key accomplishments are highlighted on its website at www.fnecdc.ca.

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

#### K-12 ABORIGINAL EDUCATION PARTNERS

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

Growing from those discussions, in 1998 the original Tripartite Education Committee founded the BC Aboriginal Education Partners Group, which grew to include some of the most significant stakeholders in the BC education system, including FNESC, the FNSA, INAC, the BC Ministry of Education, the BC Teachers' Federation, the BC College of Teachers (now the Teacher Regulation Branch), the BC School Trustees Association, the BC Superintendents Association, the BC Confederation of Parents Advisory Councils, the BC Principals' and Vice-Principals' Association, United Native Nations, and the BC Métis Nation. In 1999, the organizations signed a Memorandum of Understanding to solidify their partnership.

The Partners are working together to achieve the following goals.

- 1. Increase collaboration among the partners
- 2. Increase the number of qualified Aboriginal educators
- Increase understanding and respect for First Peoples' knowledge, cultures and histories
- 4. Incorporate Aboriginal perspectives into all education decision-making

The Partners Group has made numerous accomplishments, such as reaching agreement about important policy changes related to the Evergreen certificate, and having substantive discussion and input into issues such as a mandatory First Nations course for the graduation program. FNESC and the FNSA also work with individual Education Partners on specific initiatives, as appropriate.

### ABORIGINAL POST-SECONDARY EDUCATION AND TRAINING PARTNERS

In March 2005, several stakeholders in Aboriginal post-secondary education (PSE) agreed to work together to improve access and success for all Aboriginal post-secondary students in BC, formalizing their commitment in a Memorandum of Understanding (MoU). The resulting Aboriginal PSE and Training Partners continue to meet regularly to share information and implement joint strategies, including working to transform post-secondary education (PSE) in this province by implementing the *Aboriginal Post-Secondary Education and Training Policy Framework and Action Plan: 2020 Vision for the Future*.

Members of the Aboriginal PSE and Training Partners now include FNESC, IAHLA, the First Nations Summit, Métis Nation BC, BC Assembly of First Nations, INAC, 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.

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

#### JOINT PARTNER GROUP MEETINGS

The BC Aboriginal Education Partners Group and the Aboriginal PSE and Training Partners now meet to discuss issues of common concern, identifying and discussing critical issues requiring collective attention.

#### MEMORANDA OF UNDERSTANDING

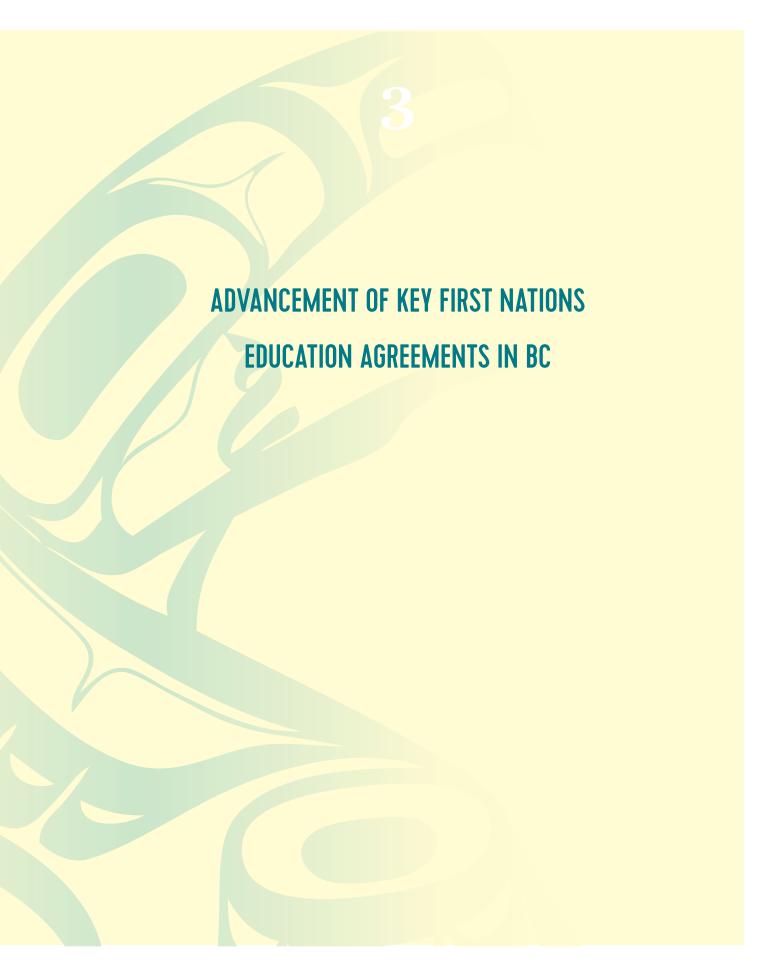
Overall, FNESC and the FNSA have established important formal relationships with the following organizations, among many others.

- First Nations Health Authority
- Association of BC Deans of Education
- Representative for Children and Youth
- First Nations Technology Council
- BC K-12 Aboriginal Education Partners Group
- BC Aboriginal Post-Secondary Education and Training Partners

#### OTHER INFORMATION SHARING AND CONSULTATION EFFORTS

In addition to all of the major events and partnerships described above, FNESC and the FNSA regularly organize information sharing sessions as issues arise, as described throughout the remainder of this report. Further, FNESC and the FNSA maintain websites and provide regular communication updates in order to share information and ensure that representatives of First Nations communities and schools are informed of relevant and evolving education issues. In particular, a TEFA e-Bulletin updates schools and communities about emerging TEFA-related topics. The organizations also implement media strategies as appropriate to promote more widespread awareness of the educational needs of First Nations.





#### FIRST NATIONS EDUCATION JURISDICTION AGREEMENTS

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

For example, reflecting a jurisdiction commitment, in November 2009 the Province of BC and FNESC reached a Reciprocal Tuition Agreement, through which the Ministry of Education provides full per-pupil funding for students living off-reserve who are enrolled in First Nations schools, and for eligible non-status students living on reserve lands. Additionally, the Ministry of Education and FNESC have worked together in positive ways to promote collaboration and greater First Nations involvement in education policy and decision-making.

However, progress in implementing the jurisdiction agreement with Canada was hindered for some time by an inability to finalize the financial component of the arrangement. While negotiation of this important issue was underway, in 2013 all parties signed an extension of the agreements to 2018 to allow more time to mutually resolve incompatible federal policies.

In 2015, Canada removed the key barriers preventing progress in this area and, together with the new federal government's focus on Indigenous issues and respect for First Nations' control over First Nations education, there is a renewed opportunity for First Nations to advance the implementation of their jurisdiction over education.

Reflecting the positive changes that have taken place, First Nations involved in the education jurisdiction process were very pleased to re-engage with Canada on the negotiation of the BC First Nations Education Jurisdiction agreements. In the past year, Interested First Nations (IFNs) and Negotiating First Nations (NFNs) developed Terms of Reference to assist all First Nations in understanding the process for participating, roles and responsibilities, etc. Twelve NFNs confirmed their continued commitment to participating in the jurisdiction agreement, and planning meetings with the NFNs and 54 additional IFNs were renewed.



Ecole Puntledge Park Elementary



Boston Bar Elementary School

Additionally, new support materials were developed and distributed, and preparations for a collective First Nations Education Authority recommenced.

Reports about this critical initiative will continue in the months ahead.

#### TRIPARTITE EDUCATION FRAMEWORK AGREEMENT

Since September 2012, Canada, BC, FNESC, and the FNSA have been working together to implement a five-year Tripartite Education Framework Agreement (TEFA), which has the primary purpose of improving achievement rates for First Nation students in BC. TEFA formally recognizes the capacity of First Nations in BC to create and implement a relevant and research-based First Nations education system that will improve student outcomes.

TEFA has resulted in a wide range of very beneficial outcomes, and represents a promising opportunity for true collaboration for the benefit of First Nations learners. For example, the TEFA oversight structures and committees — which involve all three TEFA Parties — have facilitated important discussion about ways to improve outcomes for all First Nations students in BC, regardless of where they attend school.

TEFA provides a flexible funding model for First Nation schools based upon the BC public education funding formula, with adaptations to reflect First Nations schools' unique characteristics. A TEFA Funding Handbook and Estimator Tool have been developed to explain the TEFA funding model and to support First Nations community and school administrators in planning and monitoring their finances and budgets. In 2015/2016 seven regional workshops were organized to present the Handbook and provide related training. INAC also has incorporated many aspects of the BC Ministry of Education's Operating Grants Manual into the funding formula for First Nations schools, and important progress has been made in planning for regular updates and sharing information about TEFA funding.

Under TEFA, First Nations annually submit data for eight performance indicators, and each year all TEFA-participating schools have collected and submitted the required information. Significant effort has been made to address this requirement in a meaningful way; a substantial investment of time and resources has been dedicated to designing systems and practices to continually improve the effectiveness and efficiency of the data collection processes, which has resulted in improved data quality over time. Staff have been working directly with schools to ensure the effective implementation of student assessments and the collection of data according to common definitions and procedures, and to date, the TEFA data has demonstrated some modest improvements in student achievement.

Additionally, as envisioned in TEFA, FNESC is an active participant in provincial policy discussions, and FNESC, FNSA and BC are working together to establish beneficial initiatives by sharing resources and expertise and by extending relevant services between the First Nations and public education systems. This Annual Report highlights numerous examples of this commitment

being put into action – including the new, milestone recognition of First Nations non-Independent schools for the purpose of granting the Dogwood diploma in the spring of 2016 and 2017.

Through TEFA, there have been significant advancements in accountability mechanisms for First Nations education, including ways to address the over-representation of First Nations students leaving school with Evergreen (non-graduation) certificates, enhanced support for local education agreements, and attention to other important components of the Ministry's accountability approach. More information about those initiatives is described in this report.

Finally, TEFA funding provides for critical third level services, such as policy development, communications, and relationship activities, as well as second level programs and services to enhance First Nations education in BC, including professional development opportunities for teachers in both the provincial and First Nations school systems, curriculum development that relates to students in both systems, implementation of a First Nations' designed and controlled data management system, programs and services to support meaningful school reviews, and relevant accountability mechanisms. In particular, FNESC and the FNSA have been making significant efforts to support First Nations in reporting annual TEFA performance indicators, including regular reporting to parents.

TEFA was set to expire in 2017, and all of the Parties recognized the importance of thoughtful planning and deliberate preparations for a subsequent tripartite agreement. While the tripartite discussions continued, a variety of interrelated activities were implemented to facilitate appropriate negotiation of a second phase of the agreement. For example, research was undertaken to fully inform all TEFA renewal processes and discussions — with guidance and input from Working Groups of representatives with expertise in language and culture, information and communications technology, transportation, adult education, and special education issues. There were also two large provincial meetings of First Nations representatives to present and affirm the TEFA negotiating plans; 179 people participated in a meeting on October 28, 2017, and a second meeting on February 27, 2017 involved approximately 150 people.

Finally, while the second phase of the TEFA agreement advances, an immediate need identified in negotiations was addressed – \$1.6 million was accessed from Canada to enhance the technological capacity of First Nations schools in BC.

FNESC and the FNSA look forward to continued reporting about this key agreement as it proceeds.

Number of TEFA Working Group, Oversight Committee, and Funding Working Group meetings in 2016/2017

**17** 



**Ecole Robb Road Elementary** 

#### FNESC / BC MINISTRY OF EDUCATION PROTOCOL AGREEMENT

Building upon the existing TEFA and Jurisdiction Agreements, on June 19, 2015 the BC Ministry of Education and FNESC signed their first-ever protocol agreement to help guide continued cooperation for improving educational outcomes for BC's Aboriginal students.

The protocol is intended to help the parties collaboratively implement their TEFA responsibilities, formalizing their long-standing bilateral relationship and providing a clear framework for continued joint efforts. The protocol is also being complemented by quarterly meetings of FNESC and the Deputy Minister, as well as the development of a joint workplan.

Consistent with that protocol agreement, as well as responding to commitments outlined in TEFA, FNESC is working closely with the Province of BC to better articulate First Nations-specific data in a way that will contribute to relevant accountability mechanisms for student results, such as the collaboratively developed procedure for First Nations to access achievement data specific to their students, even when First Nations have small populations. FNESC also has been invited to join a number of Ministry of Education committees that are working towards the advancement of the new BC Education Plan. For example, FNESC provided detailed feedback regarding changes to BC curriculum,

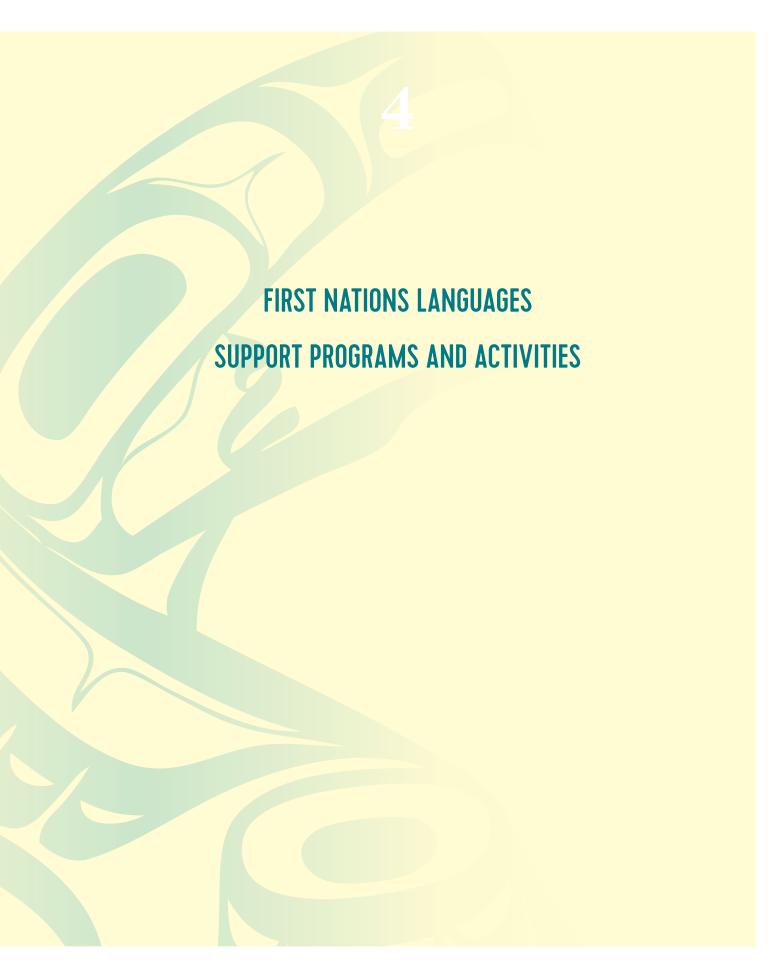
and FNESC and FNSA representatives participated in many of the curriculum development teams for the BC curriculum redesign. FNESC continues to welcome all opportunities to contribute to important discussions of education issues.

# POST-SECONDARY EDUCATION AND TRAINING PROTOCOL AGREEMENT

FNESC and its partners are also celebrating a new Post-Secondary Education and Training protocol agreement, which is intended to support collaboration to improve educational outcomes for Aboriginal post-secondary students in BC. Advanced Education Minister Andrew Wilkinson, FNESC President Tyrone McNeil, and IAHLA Chair Verna Billy-Minnabarriet signed the protocol agreement on July 8, 2016 on the traditional territories of the Coast Salish people.

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









We Wai Kai Nursery School Daycare

Sardis Elementary

A number of activities are being implemented to support the First Nations Language-related efforts of First Nations schools and communities.

In fact, since its establishment, FNESC has included a First Nations Languages Sub-Committee, that leads the organization's efforts to promote and support a variety of First Nations language professional development opportunities, research projects, and services for First Nations and schools. The First Nations Languages Sub-Committee is comprised of both community and partner organization representatives.

#### FEDERAL AND PROVINCIAL ADVOCACY

In the renegotiation of TEFA with the provincial and federal governments, substantive attention has been focused on First Nations languages, with continued advocacy for sufficient funding to allow First Nations communities to exercise their rights to education in their traditional languages, as well as legislation and policy changes required to support this work.

# FIRST NATIONS LANGUAGE TEACHER MENTOR APPRENTICE PROGRAM (FNLTMAP)

In 2016/2017, a new First Nations Language Teacher Mentor Apprentice program provided valuable grants to allow First Nations language teachers and mentors to participate in 300 hours of a one-on-one language immersion experience. This program is consistent with feedback received at the 2017 First Nations Languages engagement session, where increasing language fluency was identified as a key priority. In the past year, the FNLTMAP teams found considerable success in their

language learning efforts, resulting in a continuation of this program in 2017/2018.

### FIRST NATIONS LANGUAGE TEACHER PROFESSIONAL AND RESOURCE DEVELOPMENT GRANTS

For the fourth consecutive year, in 2016/2017 grants to First Nations schools and communities assisted with the provision of culturally and practice-relevant professional development opportunities for First Nations language teachers. The grants allowed language groups and First Nations communities to design professional development activities that meet their needs and are responsive to their language contexts.

#### FIRST NATIONS LANGUAGES FLUENCY DEGREE

FNESC and IAHLA have built a strong partnership with an Indigenous Language Fluency Degree Consortium, and through its collective efforts have obtained funding to support the development of a language fluency degree framework. The Consortium also jointly hosted a First Nations language adult educators focus group and a symposium focusing on Indigenous language fluency. The partners continue to work together in the development of a relevant framework and in advocating for adequate resources for First Nations communities to undertake the development and delivery of fluency programs.

#### **ASSOCIATION OF BC DEANS OF EDUCATION**

Since 2011, FNESC and IAHLA have had an MOU with the Association of BC Deans of Education (ABCDE), through which the parties commit to collaboration and information sharing to address the following key areas.

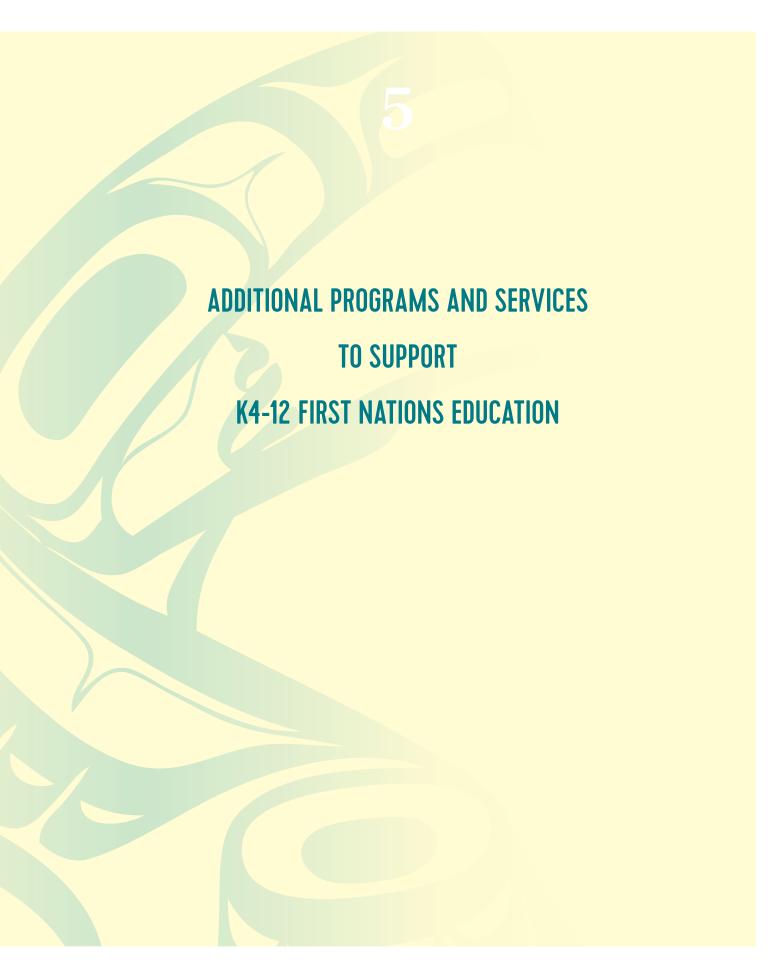
- Promotion of effective and appropriate Language teacher education programs in BC.
- Promotion of teacher education programs that effectively address Aboriginal education.
- Advancement of the principles of First Nations ownership and control of Indigenous knowledge, resources and materials.

FNESC and IAHLA continue to meet regularly with ABCDE, and in 2016/2017 jointly hosted a symposium on the recruitment and retention of Aboriginal educators. Discussions are also ongoing regarding First Nations language teacher preparation, education, and certification, and the three partners will be working together on additional research and advocacy to support a First Nations language teacher education and certification model that is respectful of language knowledge and provides the training First Nations language educators require.



Sk'il Mountain Community School





Throughout the past two decades, FNESC and the FNSA have been dedicated to developing and implementing a range of programs and services to support First Nations communities and schools in ensuring that the needs of their students are addressed in meaningful ways, as described below.

## FIRST NATIONS SCHOOLS ASSESSMENT AND CERTIFICATION PROCESS

The FNSA First Nations Schools Assessment and Certification Process is a five-year cycle of review and follow-up that was created by and for First Nations schools well over a decade ago, and is now recognized as a key component of TEFA, Reciprocal Tuition, and other key agreements related to First Nations education in BC.

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

Schools are supported to help ensure that they implement the internal review with fidelity. All schools are invited to an information meeting before year one of the cycle, grants are provided to assist with effective implementation, and a School Assessment Coach is assigned to all participating schools to support all steps of the review. An external review then completes year one, involving a school visit from an appointed team of individuals who review the findings of the internal review and the School Growth Plan. That team provides suggestions and feedback.

In year two of the cycle, schools begin implementing their School Growth Plans, with funding grants provided to assist and a School Assessment Coach assigned to support and monitor implementation of the planned activities. Schools subsequently continue to address their goals before beginning the cycle again three years later.

Interested schools also may request "Certification" by the FNSA, which involves meeting a set of collectively established standards. Specifically, Certification by the FNSA is based on the external review team's determination that:

- the Internal School Assessment Report has been adequately completed;
- the school environment observed by the External Assessment Team is consistent with the content of the Internal School Assessment Report;
- there is clear evidence that the school is meeting expectations in core programs: Language Arts,
   Math, Social Studies, Science, and the First
   Nations Language and Culture Program; and
- the School Growth Plan is appropriate and feasible.

Staff of participating schools were asked to provide feedback about their experiences with the 2016/2017 School Assessment and Growth Plan follow-up activities, and a majority of the school representatives responded to the survey. Their responses indicated that:

- All but one of the respondents found the internal review beneficial or very beneficial.
- 87% found the data from the surveys beneficial or very beneficial, with one respondent commenting that "the voice of the students, parent/guardians, and governance/community is important and of value."
- 87% found the support of an assessment coach beneficial or very beneficial, and 80% of respondents found the external visit beneficial or very beneficial.
- 93% reported that they had referred to their school growth plan often or very often, with one person commenting, "I used the assessment to assist with

planning," and another reporting that the document has been used to review goals with staff and to "monitor and evaluate our progress, or lack of progress."

- 100% of the respondents reported that they were making some or significant progress on their goals. One respondent shared that "we are all working diligently on our related committees," and a second noted "we've started the process of purchasing required programs and materials." The fact that all schools reported progress on this indicator suggests that the intent of improving student outcomes, the overarching goal of the project, is being seriously addressed by the schools.
- In terms of the overall process, 100% of respondents found it beneficial or very beneficial, with respondents commenting that "it greatly helped with our school planning," "it focused staff on growth goals that should have the greatest impact on student achievement," and "we are well underway with our growth plan work."

The validity of the assessment process and accompanying certification component has been recognized by a variety of education stakeholders, and the process has continually evolved over time to ensure that it adequately reflects emerging issues and priorities.

Number of schools in the school assessment and certification process in 2016/2017	19
Number of schools that completed the assessment process, including a School Growth Plan, in 2015/2016, and therefore received a Growth Plan Grant in 2016/2017	17
Total number of schools now Certified by the FNSA	69



Gwa'sala-'Nakwaxda'xw School



Highlands Elementary School

#### WHAT PARTICIPANTS SAID...

"The support we receive from FNESC/FNSA is high quality and incredibly appreciated. My Regional Principal is critical to my growth!"

"I truly believe that this process works very well when principals embrace it in order to improve a school to the highest of levels. If I could have my Regional Principal in my school every month, I would, because I know that as I learn from her, my teachers also gain greater insight into their professional practice as well. I would not change a thing about it!"

#### FIRST NATIONS SCHOOLS PROFESSIONAL GROWTH PROCESS (PGP)

Established well over a decade ago and now funded through TEFA, the Professional Growth Process (PGP) is intended to ensure appropriate and consistent leadership within First Nations schools in BC. In the PGP, Regional Principals and school-based principals together reflect upon and strengthen the principals' practice. Regional Principals assist school leaders in identifying opportunities to advance their skills in relevant areas identified through observations and collaborative discussions. Regional Principals act as role models for instructional leadership, share supervisory tools and techniques, demonstrate specific skills, mentor principals, recommend professional readings and resources, and help to facilitate networking and professional development opportunities appropriate for each principal's unique needs. The overall goal is to build the capacity of principals to support teachers' instructional abilities and create positive learning environments and high expectations for all.

Schools that are participating in the PGP receive support from Regional Principals, who strive to visit participating schools once every six weeks. That support is complemented by remote coaching (that is coaching / mentoring support using real time video and other technology-based approaches), as well as regular contact by telephone and email between visits – all used in order to promote a balance of meaningful in-person contact as well as more cost-effective program implementation.

In order to assess the effectiveness of the PGP opportunity, a survey was sent to all participants in May 2017, requesting feedback about their experience in the past school year. The results show that 79% of respondents found the process very supportive or supportive, and 78% of the respondents feel their principal skills improved as a result of their participation.

Number of schools involved in the PGP process	56
Number of school visits by PGP Regional Principals	225
Number of PGP support telephone calls, emails, remote coaching sessions etc.	<b>OVER 14,000</b>



Little Chiefs Elementary

# FIRST NATIONS SCHOOLS COLLECTIVE PROFESSIONAL DEVELOPMENT INITIATIVES: WORKSHOPS, COACHING SUPPORT, AND PROFESSIONAL LEARNING COMMUNITIES

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

#### CONVENTIONAL PROFESSIONAL DEVELOPMENT EVENTS

The FNSA and FNESC provide a broad range of professional development events for principals and teachers that are designed specifically to reflect the realities of First Nations schools, including the FNSA Annual Conference and periodic workshops on a range of topics identified by First Nations schools as priorities.

In particular, each year principals and vice-principals of First Nations schools in BC are invited to attend an annual *Principals' Short Course*, which includes presentations on topics that are selected to promote stronger school communities. The event also facilitates networking amongst school leaders who might otherwise work in relative isolation – geographically and professionally.

The 2016 Short Course participants were asked to provide feedback about the event, with 97% of respondents indicating that the agenda was relevant for their work, 100% reporting that the content was informative, and 100% indicating that what they learned will be useful for their work and will help them to work with their staff to improve student learning. 100% of respondents intended to attend a future Principals' Short Course.

WHAT PARTICIPANTS SAID...

"I found the workshop very helpful as I am a new principal and didn't have any resources. I found the binders to be good information!!! Thank you for the opportunity to come and meet other principals and learn how they have dealt with some of the same issues I have."

"It was very useful and practical. Thank-you!"

Number of participants in Principals' Short Course

80

#### **COACHING SUPPORT**

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

Number of school visits made by coaches	167
Number of days the coaches spent in schools	214
Number of video coaching sessions	40
Total number of schools that were visited by coaches	86



Kumsheen Secondary

#### PROFESSIONAL LEARNING COMMUNITIES INITIATIVE

Recognizing the critical importance of quality teaching and leadership for promoting student success, the research-based, internationally-recognized Professional Learning Communities (PLC) approach is being implemented by First Nations schools in BC. Through this initiative, educators are organized into collaborative teams that meet regularly to monitor student achievement data and focus on plans for improvement. The PLC model is being embraced in a comprehensive way, with schools establishing PLCs within their own settings, complemented by a collective First Nations Languages PLC and provincial-level PLCs for principals and teachers.

Through the First Nations Languages PLC, 36 schools were able to gather together to create essential learning outcomes for language learning, and to consider the development of common assessment approaches and tools.

In a survey of participants in the First Nations Languages PLC, 100% of respondents found the experience both very relevant or relevant and very useful or useful, and 100% reported that the experience has supported them in improving their educational practice. Among the comments shared are the following samples.

"It gives you great ideas of what to teach and you don't have to make your own resources."

"It is useful as I can read/write/understand/am semi-fluent speaker in my language and this will help me to begin working towards an immersion classroom."

"I now have an idea of where we need to go next in our developing of curriculum."

The participants in the Principal PLC effort are working together to consider the role of the principal in achieving meaningful change, basing their collective work on a substantive review of student performance information to identify ways to assist students who are identified as being in particular need of supports in order to achieve grade level expectations. 62 principals/vice-principals are currently participating in the Principal PLC process. To date, all interested principals/vice-principals have been accommodated.

In order to assess the effectiveness of the Principal PLC opportunity, a survey was sent to all participants in May 2017, requesting their feedback about their experience with the PLC model being used. The results of the surveys are highlighted below.

- 85% of the participating principals found the experience relevant to their work.
- 89% of the respondents found the initiative useful.
- 87% believe that the PLC experience has supported them in improving their principal practice.

In the collective *Teacher PLC* initiative, grade level groups of teachers are collaboratively considering what each student should learn, how to know when students are learning what is intended, and what to do if students are experiencing difficulty in achieving the essential learning outcomes that are identified. This work represents a significant component of First Nations schools' efforts to use data in a meaningful way to guide practice and programming. The grade group teachers meet face-to-face twice each year, complemented by teleconferences every 4 – 6 weeks and additional webinars to reduce costs and the travel burden for participants.

Approximately 250 teachers were involved in the PLC initiative in 2016/2017 – representing about 40-45 teachers per cohort group times six cohort groups – including a K4, K/Grade 1, Grades 2/3, Grades 4/5, Grades 6/7, and high school cohort. In a follow-up survey to review the Teacher PLC initiative, of the 180 respondents:

- 89% found the experience relevant;
- 89% found the experience useful; and
- 90% believe the experience has supported improvements in their education practice.

Some sample comments follow.

"Some great ideas were shared; the PLC experience has greatly improved my practice."

"The PLC process is instrumental in making sure we all have a chance to share, learn and try new teaching styles."

"This was my first time being part of any workshop like this, with so much support, positive vibes, and endless resources! My students' writing has gotten so much better and I am so glad to have participated and learned so much. Looking forward to next year."

"Thank you so much for this amazing opportunity. PLC is one of the highlights of my job. I wish all teachers could be a part of a PLC; so rewarding, so worth it!!" "I found that the Principal PLC was an essential part of my professional development. I found it very meaningful and rewarding to get into a room with my other colleagues. The work that we do is both rewarding and meaningful."

"Our last meeting was really exciting. I think my group has finally hit on an idea that will work for all of us in our different contexts with different experience levels."

"It makes me be a better principal."

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

"I think that the Principal PLC process is essential to the success of First Nation schools. I appreciate all of the work done by staff who helped in making our Principal PLC successful."

Number of participants in the Principal PLC initiative	62
Number of participants in the Teacher PLC initiative	252
Number of Principal and Teacher PLC in-person meetings	28

#### PRINCIPAL EVALUATION SUPPORT

There is strong evidence that a meaningful process of evaluation can assist school principals in realizing their full potential, improving their leadership qualities and ultimately supporting a positive impact on instruction and student achievement. A relevant evaluation process designed to address the unique context of First Nations schools can also help to promote a deliberate and positive focus on a community's mission, vision, values and goals for its school. Informed and intentional feedback can help to enhance professional growth as well as overall confidence in the work of a principal, which will benefit the principal, teachers, families, and students.

Building upon that understanding, the FNSA has an endorsed Principal Evaluation Policy for sharing with First Nations School Governing Agencies, based upon the approved FNSA Standards for Principals in First Nations Schools. Additionally, upon request staff are available to support School Governing Agencies with the implementation of the FNSA Principal Evaluation Policy, consistent with the other services and programs available to support continued school improvement and effective school leadership.

Number of school governing agencies provided principal evaluation support



#### **CURRICULUM DEVELOPMENT AND PROMOTION**

As high quality, relevant curricular materials are necessary for promoting a range of First Nations education goals, substantial time and resources are being devoted to this important programming area. Accordingly, appropriate materials are being created and sharing opportunities are regularly promoted with interested educators in public and First Nations schools, as well as through the K-12 Aboriginal Education Partners Table, the Aboriginal Post-Secondary and Training Partnership Table, at speaking events throughout the year, and through social media.

### SCIENCE FIRST PEOPLES GRADES 5-9 RESOURCES AND PROFESSIONAL DEVELOPMENT

In 2016/2017, FNESC and the FNSA finalized important new resources for public and First Nations schools to promote the integration of the rich body of First Peoples knowledge and perspectives into science courses at the grades 5 - 9 level. Before finalization, the Science First Peoples materials were subject to a rigorous pilot and review process, after which the resources were launched and made freely available online.

Two regional workshops focused on the Science First Peoples resources offered participants an opportunity to explore available resources and participate in professional conversations and networking related to teaching about First Peoples knowledge in science in thoughtful ways. Two additional workshops were provided at FNESC's First Peoples Summer Institute and FNESC's Annual Aboriginal Education Conference. Three further workshops were provided at other public education events.

### AUTHENTIC FIRST PEOPLES RESOURCES FOR USE IN K-9 CLASSROOMS (UPDATE AND EXTENSION) RESOURCES AND PROFESSIONAL DEVELOPMENT

The Authentic First Peoples Resources for Use in K-7 Classrooms resource guide has been updated and extended to include grades 8 and 9. This resource guide is an annotated list of classroom resources that have been deemed Authentic First Peoples resources, which will enable teachers to integrate authentic, relevant First Peoples materials into their classrooms for student use. This updated resource was launched at a workshop at the FNESC First Peoples' Summer Institute.

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

In 2016/2017 FNESC and the FNSA began updating and revising the English First Peoples (EFP) 10, 11, and 12 resources to reflect the changes to the English 10, 11, and 12 curriculum. The resources for EFP 10, 11, and 12 support the study of written, oral and visual texts that represent authentic First Peoples' voices and perspectives, and emphasize the importance of culture in language and communication.

EFP courses and resources are a valuable addition to the high school curriculum that offer students of all backgrounds the opportunity to explore First Peoples' worldviews through literature. EFP 12 is designed to satisfy the grade 12 English Language Arts graduation program requirement in BC and to satisfy the entrance requirements for a full range of post-secondary educational programs.

As a part of initial review processes, a regional workshop focussed on the first drafts offered participants an opportunity to explore the drafts, provide feedback, and participate in professional conversations and networking related to teaching First Peoples written, oral and visual literature in respectful ways. The resources will be finalized in 2018.

#### INDIAN RESIDENTIAL SCHOOL RESOURCES AND PROFESSIONAL DEVELOPMENT

A regional workshop focused on the Residential Schools and Reconciliation resources offered participants an opportunity to explore available resources and participate in related dialogue. Two additional workshops were offered at the FNESC First Peoples' Summer Institute, two workshops were provided for participants at FNESC's Annual Aboriginal Education Conference, and First Nations schools were also invited to access this opportunity.

### FIRST NATIONS CAREER ROLE MODELS AND CAREER RESOURCES AND PROFESSIONAL DEVELOPMENT

Two workshops at the 2017 Parent Club Conference provided participants the opportunity to explore the parent/student resources designed to support their children's success in school, and engage in networking about ways to help students be prepared for their options following graduation.

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

Four regional workshops were provided to support the authentic integration of the First Peoples' Principles of Learning and FNESC/FNSA resources into classrooms for all grades and curricular areas. Participants were afforded the opportunity to explore available FNESC/FNSA curriculum resources and discuss ways to infuse classrooms and schools with First Nations content and perspectives in respectful and thoughtful ways.

#### FIRST NATIONS SCHOOLS INFORMATION SESSIONS ON BC CURRICULUM CHANGES

A regional workshop was offered to teachers in First Nations schools to provide participants the opportunity to examine and learn about new changes in the BC curriculum in order to assist participants in understanding how the revisions relate to their classroom practice. In addition, two workshops were provided at First Nations schools, and three presentations were made at PLC meetings.

Number of participants in Residential Schools Workshops	375
Number of participants in Science First Peoples Workshops	285
Number of participants in English First Peoples Workshop	40
Number of participants in Career Role Models Workshop	50
Number of participants in Authentic Resources for Use in K-9 Classrooms Workshop	60
Number of participants in First Peoples Principles of Learning Workshops	445
Number of participants in Information Sessions on BC Curriculum Changes	195

#### DATA - PROMOTING EVIDENCE-BASED DECISION MAKING

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

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

Reflecting the efforts being made in this area, 70 of the 75 schools that can be using DIBELS are doing so (i.e. schools that offer relevant grade levels: K5-6), and 72 schools are now participating in the CAT4 collective services. That means all TEFA-participating schools that offer the relevant grade levels are now using CAT4.

Number of schools supported with CAT4 Scoring

**72** 

#### DATA RECORDS AND USER MANAGEMENT SYSTEM (DRUMS)

Since it was initiated in 2010, the Data Records and User Management System (DRUMS) has provided

an integrated infrastructure for managing student information at the school level and for analyzing and reporting aggregate data at the provincial level. DRUMS was designed by and for First Nations schools in BC in order to meet individual school needs, to inform programming at the local and collective levels, and to facilitate easier reporting to communities, parents, and funding agencies. DRUMS allows First Nations school staff to manage student attendance and performance information, input course enrollments, produce report cards, and report effectively on their programs. Regular training opportunities are organized for schools that are using DRUMS, and FNESC and FNSA communicate with the schools on an ongoing basis in order to ensure that the system remains relevant and effective.

Number of schools participating in the DRUMS initiative

88

#### **TECHNOLOGY SUPPORT LINE**

With TEFA funding, a toll-free technology support line is available to support First Nations school staff who require assistance in the area of information and communications technology. Schools can call about ...

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

Number of phone calls/emails answered

3,935

#### CONNECTED CLASSROOMS INITIATIVE

Connected Classrooms is a highly supportive online learning approach, currently focusing on higher level math, science, and English First Peoples courses for grade 10-12 students. 22 connected classrooms sites are now operational, jointly offering courses using innovative information and communications technologies.

The initiative was created to address the circumstances of many First Nation high schools that are small and remote, which creates difficulties offering a variety of courses and attracting specialized secondary teachers, often associated with small cohorts of students for specific courses that will lead to graduation and access to a range of post-secondary options. Connected Classrooms allows First Nation students to stay in their community schools to complete all courses required for high school education, which many students and families find particularly supportive, fostering greater success.

Participating schools use a combination of technologies, including real time video conferencing, to connect and create an interactive classroom environment for students located in a collective of First Nations schools throughout BC. This project differs from other Distance Learning initiatives as the students participate in a real time virtual classroom with an instructor qualified to teach the subject, complemented with in-person support from an on-site educator. Students have attributed their success in Connected Classrooms courses to their ability to see and interact with the remote *and* on-site teacher, as well as other students.

In 2016/2017, ten schools participated in the Connected Classrooms initiative, and collectively offered eleven courses. These courses were provided to a total of 112 different students – noting that some students registered in more than one of the courses. Results for all of the 2016/2017 Connected Classrooms courses were not available at the time of writing this Annual Report, as the students just completed their final exams at the end of June. However, final results from classes that ended in June 2016 showed that 83% of all registered students passed the course. Further, the results from the courses completed in January 2017 showed that 82.75% of the registered students passed their courses.

Number of schools participating in Connected Classrooms initiative

**10** 

 ${\bf Number\ of\ students\ taking\ courses\ through\ Connected\ Classrooms}$ 

112\*

<sup>\*</sup> Some students registered in more than one of the courses.

#### TEACHER RECRUITMENT AND RETENTION

Effective hiring practices are one of the key aspects of operating a strong school. Student achievement and success depend to a large extent upon the quality of the staff members who interact with learners while they are in the care of the school. Successful school leaders work continuously to select the right people for available employment positions, support their continued commitment to the school and its students, and develop their staff to ensure they can make the most positive contributions possible. Yet establishing and implementing research-based employee awareness and attraction practices can be challenging, and First Nations communities and schools in BC are committed to pro-actively addressing the key issues of teacher recruitment and retention.

Generally, the development of an effective First Nations Education System, as broadly described throughout this report, is fundamental to establishing positive working conditions that promote supportive teacher professional development opportunities and attractive, encouraging work environments for all school staff. In addition, several specific, practical activities are being implemented to directly support schools in implementing effective employment practices as a key priority.

For example, an *Employment Handbook for First Nations Schools* is available, and in 2016/2017 three separate but related resources were created to provide additional support.

- 1. Recognizing the complexity and vital importance of effective recruitment practices, *A Guide for Training Sessions for First Nations Schools: Employee Recruitment Practices* has been created to accompany related training and available support activities.
- 2. A Guide for Training Sessions for First Nations Schools: Employee Retention Practices is also included in this package. That resource is intended to help facilitate collective consideration of school culture and employment practices that can help retain quality education staff for the benefit of students, families, and members of communities and schools.
- 3. To assist First Nations schools in promoting their employment positions, a "brand" for First Nations schools in BC has been created to bring greater attention to the unique and positive job opportunities the schools offer to potential educators. A manual for making use of the brand in a meaningful way is also provided.

To build on those resources, six related workshops were offered to 117 participants, and four specific site visits facilitated direct support for the recruitment efforts of First Nations schools, with additional site visits to be offered in future years, as well. Of the participants who provided feedback to the workshops, 100% found the topics relevant, 99% found the content informative, and 99% expect that the information provided will be useful for their school's staff attraction and awareness efforts.





Cataline Elementary

Lytton Elementary

Additionally, since 2012/2013 those opportunities have been extended through an ongoing partnership with Make a Future, a recruitment initiative created by the BC Public School Employers' Association. Through TEFA funding, First Nations schools now have access to the Make a Future services and web site, which facilitates high quality, innovative promotion of employment opportunities to a broad audience, enhancing the recruitment efforts of First Nations schools. In the past year, 24 new employer accounts were created, there were 129 active First Nations school employer accounts, 169 teacher jobs were posted (a 21% increase from the year previous), and there were an average of 528 job posting views (a 26% increase).

See www.makeafuture.ca for more information about this opportunity.

Number of Teacher Recruitment and Retention Workshops	6
Number of Teacher Recruitment and Retention Workshop participants	117
Number of Teacher Recruitment and Retention Site Visits	4
Active Make a Future employer accounts	129

#### WHAT PARTICIPANTS SAID...

"Working together and realizing/utilizing supports available is crucial to doing this work."

"Just keep doing this kind of work. It is very important for our future (the children)."

#### **BULK PURCHASING OPPORTUNITIES**

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

#### SUPPORT FOR LOCAL EDUCATION AGREEMENTS IN BC

Throughout the last two decades, First Nations, FNESC, and Ministry of Education representatives have been working collaboratively on ways to increase First Nations involvement in the BC education system, based upon enhanced partnerships between provincial-level organizations as well as strong, cooperative relationships at the local level.

One key area of focus has been the promotion of more and enhanced Local Education Agreements (LEAs) between First Nations and School Boards. LEAs outline mutually agreed upon goals aimed at supporting First Nations students attending public schools and a variety of strategies that are expected to lead to greater student success. LEAs also are the mechanism through which federal funding for identified First Nations students is distributed to school districts and private schools through First Nations.

Many First Nations communities and school district personnel value the benefits that LEAs can create. The agreements can advance positive and open communications, as well as creative approaches and more appropriate student support activities and programs. LEAs can raise awareness of the challenges faced by First Nations students, accelerate the search for possible solutions, and affirm the rights and responsibilities of communities and parents for determining and evaluating appropriate strategies for educational success.

Given the many positive benefits associated with effective LEAs, a number of key initiatives have been implemented in the past several years to support a greater number and more effective LEAs in BC.

• Workshops involving well over 300 people have facilitated an exchange of information about LEAs and how the agreements might better contribute to the success and achievement rates of First Nations students attending public or independent/private schools off reserve.

- Individual sessions involving experienced, professional facilitators have assisted First Nations and school districts in renewing commitments to LEAs.
- FNESC is working with the provincial and federal governments to increase and standardize First Nations' access to community-specific student achievement data for on-reserve First Nations students attending public schools. The work to date has included the development of template documents and facilitated conversations at the local level. A resulting increase in transparency regarding results has led to more informed discussions.
- Significant effort has been made to consider LEA issues within the context of the BC Ministry of Education's Framework for Enhancing Student Learning and its Aboriginal Education Strategic Plan.
- A comprehensive repository of knowledge related to LEAs is available and continuously updated on the FNESC website (www.fnesc.ca/lea).
- An LEA Toolkit provides an overview of contextual factors, the provincial policy framework, and the process of planning, negotiating, and implementing an LEA. Questions raised, promising practices, and lessons learned have been integrated into the document over time, and the Toolkit is amended at least yearly as policy or legislative changes arise or new information becomes available.

Work undertaken in the past year has built on those foundational activities. A new LEA Manager coordinates an LEA Sub-Committee that directs FNESC's LEA activities, and the Manager is now able to travel to First Nations communities to provide support for the preparation of LEA negotiations, to participate in meetings between First Nations and School Boards to assist negotiations, and to provide guidance, advice,





Silver Creek Elementary

Walnut Club Elementary

resources, data, etc. to support the creation and negotiation of effective LEAs. Other extended services include research and policy development, as well as advocacy, policy, and political support.

A large provincial meeting was held in March 2017 to continue sharing information and to facilitate First Nations' direction of the LEA support mechanisms. Over 80 representatives from diverse communities across the province came together for that event, and INAC representatives were also invited to attend. A total of 60 participants completed a feedback survey to share their perceptions of the day. Of the respondents, 70% described themselves as Education Coordinators, 13% as Chief or Councilor, and approximately 18% as other (including community members, teachers, policy analysts, school staff, etc.).

The LEA provincial meeting participants reiterated a number of areas for continued effort, as 35% of the respondents indicated that they do not feel well informed about achievement results for their students who attend public schools, 42% do not feel that they receive sufficient information about the programs and services provided for those students, 60% were not able or were unsure whether they are able to access community-specific data about their students' outcomes, and 61% of respondents indicated that they, their students, or parents/guardians had experienced "racism of low expectations."

The meeting participants highlighted numerous ideas for improving the education setting for First Nations students, including ways to improve communications, bring greater attention to First Nations languages, cultures, and relevant curricula, enhance accountability mechanisms, and support more meaningful LEAs in the province. 93% of the participants who rated the event found it excellent or very good, and 85% found the content relevant and important.

WHAT PARTICIPANTS SAID...

"Thank you for this great meeting."

"This was a very informative workshop. Thank you. "

"Very informative - excellent real-life experiences."

"Thank you for the workshop. I have several items to add to our LEA (currently under revision)."

"Thank you for all the work this far!! I look forward to a day when our First Nation graduation rate exceeds the provincial grad rate."



Gwa'sala-'Nakwaxda'xw School

#### SPECIAL EDUCATION PROGRAM

The Special Education Program (SEP) supports First Nations schools in meeting the needs of all of their students. The program is implemented using an intervention-based approach to special education delivery, involving a systematic process that begins in the classroom, with an extensive use of informal and formative assessment techniques for the purpose of program planning and for identifying students who might need more intensive assessments and support, and/or ultimately psycho-educational diagnoses and possibly assistance from one or more specialists.

First Nations schools also have placed significant emphasis on early identification of special needs, as identifying and addressing exceptionalities as early as possible offers the best opportunity for mitigating challenges and giving students the greatest chance of long-term success.

In addition, the SEP program in BC includes both funding at the school-level for direct support for students with

special needs, complemented by collective initiatives to create economies-of-scale and increase access to necessary expertise and special education materials.

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

In addition, collective activities are implemented to maximize the benefits of the SEP funding.

 SEP staff share information with schools, answer questions, organize services, and provide overall management to ensure the effective operation of the SEP program.

- The SEP staff are working to provide ongoing assistance to all interested First Nations schools in BC through professional development and training workshops, to which all First Nations schools are invited to send representatives. Professional development opportunities are designed – to the extent possible – to recognize geographic challenges, meaning that community and/or regionally-based training opportunities are seen as particular priorities.
- Seven Learning Assistance Teacher Networks are now being facilitated, through which Learning Assistance Teachers meet regularly through teleconference for advice and information sharing. The LATs were able to meet as a whole group for two days, as well as in individual groups faceto-face to receive professional development on relevant topics. All Learning Assistants in all First Nations schools are welcome to join in this initiative.
- Each year, schools are able to apply for additional funding grants to support students with specific high cost special needs. All schools that identify students through this process receive at least one visit during the school year, additional visits if possible, as well as ongoing support through phone and email.
- SEP Managers and Coaches provide training and in-school support to promote the development, delivery, implementation and evaluation of strategies and programs aimed at increasing the quality of special education services throughout BC. Continued student, school and community assistance is provided on an on-going basis through emails, telephone and technology. To date, all schools that have requested support from a SEP Manager or Coach have received it before the end of the school year although for scheduling purposes, priority is assigned to schools with the

- greatest numbers of students with high cost special needs enrolled.
- FNSA/FNESC-sponsored Speech Language Pathologists are working in a number of First Nations schools in various regions of the province. The SLP services provide teachers with muchneeded information and language development strategies, and assessment and intervention recommendations are provided for students with exceptional learning needs.
- FNESC/FNSA-contracted Occupational Therapists (OTs) are now working in over 30 First Nations schools throughout the province. This new initiative provides families and school staff with training and information on the motor development of children. The OTs provided student assessments and follow up, with intervention recommendations and staff training. In an initial pilot phase, students were selected based on recommendations from SEP field staff. This initiative is now included in a second level service application process and is available for all schools moving into the 2017/2018 school year.
- The Special Education Program sponsored a total of 12 days of training for Education Assistants who are working with students with high cost special needs to address literacy and numeracy instruction, behaviour management, effective participation as a student team member, and assistance with specific exceptionalities.
- Finally, the FNSA has coordinated a provinciallevel approach to psycho-educational assessments for students referred for potential learning and behavioural exceptionalities. Each year, FNSA/ FNESC hire specialists and assign them to visit schools to conduct appropriate assessments and provide associated follow-up, as possible given available time and resources.

Number of schools provided 2016/2017 Special Education Program (SEP) grants	118
Number of schools that reported on 2016/2017 SEP grants	118
Number of students supported through SEP grants (school and additional grants)	2,031
Number of students provided an assessment through the coordinated educational psychology initiative	167
Total number of school visits made by Special Education Managers and Coaches	349
Total number of new IEPs/SMART Goals facilitated by consultants	1,251
Total number of schools that received second level SEP services	76
Total number of schools visited by Speech Language Pathologists (SLPs)	42
Total number of school visits made by SLPs	196
Total number of students supported through FNESC-sponsored SLP services	572
Number of students provided assistive technology supports	18
Total number of schools visited by Occupational Therapists (OTs)	34
Total number of school visits made by OTs	93
Total number of students supported through FNESC-sponsored OT services	167
Number of workshops provided by SEP Staff (Managers, Coaches, SLPs & OTs)	143
Total contacts made to schools (toll-free line and emails)	5,721



Moberly Lake Elementary

#### SUMMER LITERACY PROGRAMS

In 2016/2017, First Nations Student Success Program Early Literacy funding was used to implement the second year of a pilot project to investigate and address the well-recognized problem of "summer slide" – a loss of learning amongst students during long breaks from school. The problem of summer learning loss has been long established. Research dating back more than a century clearly documents the "summer slide" experienced by many students, especially children who live in poverty. Studies spanning 100 years show that students typically score lower on standardized tests at the end of summer vacation than they did on the same tests used at the beginning of the summer.

In response, 28 First Nations schools were provided a grant to offer summer learning programs to extend students' literacy learning from the regular school year, complemented with recreational and First Nations language and culture learning opportunities for students in Kindergarten to grade 3. Data gathered to evaluate the pilot programs suggest promising results from the summer literacy opportunities.

48% of students who were enrolled in a Summer
 Learning Program experienced summer slide –
 even though these students were disproportionately

identified as struggling readers prior to the programs.

- 50% of their classmates experienced summer slide although 22% fewer of these students tested as well below grade level before the summer learning programs, in comparison to the cohort of participating students.
- 67% of students in control schools experienced summer slide – although 18% fewer of these students tested as well below grade level before the summer, in comparison to the cohort of participating students.

These results are perceived as positive, but not necessarily conclusive given the limited number of programs implemented. Additional programs will be offered in summer 2017 to further this important investigation.

Number of Summer Learning Programs supported

28

Number of students who participated in a summer program

476

#### FIRST NATIONS PARENTS CLUB

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

During 2016/2017, the Club continued to publish a regular newsletter and an annual calendar full of informative tips for family education support and involvement. The Club also provided incentive awards to parents for participating in club activities and for sharing local news. Club members received First Nations Parents Club certificates at the end of the school year to acknowledge their participation, and local parent clubs were awarded a small grant to sponsor parent-support activities.

Additionally, the biennial provincial First Nations Parents Conference took place on March 9-10, 2017, bringing together over 96 Parents Club members from all corners of BC to share their experiences, learn from one another, and talk about the challenges and opportunities in their children's educational journey. Keynote speakers included award-winning author Monique Gray Smith, as well as internationally-renowned storyteller and best-selling author Richard Van Camp. The conference featured nine facilitated workshops on topics such as anxiety reduction and resiliency building skills, storytelling, healthy eating, oral health, career and high school graduation planning, and online safety.

Number of Parents Clubs in BC	<b>75</b>
Number of Parents Club members in BC	1,698
Number of Parents Club Grants of \$1,500 awarded	37
Number of participants in the Parents Conference	96

<sup>\*</sup> 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.



SenPokChin-Inkameep School

#### 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. In 2016/2017, the club involved 8,100 members in 123 schools.

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

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

Seventh Generation Club Members 8,100 STUDENTS IN 123 DIFFERENT SCHOOLS

#### FIRST NATIONS AND INUIT YOUTH EMPLOYMENT STRATEGY INITIATIVE

The First Nations and Inuit Youth Employment Strategy is part of the broader Youth Employment Strategy program, and it consists of two distinct programs.

- 1. The Summer Work Experience Program (SWEP) supports opportunities for summer work experience and training for in-school secondary and post-secondary First Nations students, providing communities with wage subsidies for short-term student work experience positions.
- 2. The Skills Link Program supports youth participants in the following initiatives through a proposal based application process.
- The Career Promotion and Awareness Program sponsors youth in First Nations schools to explore career development and supports schools in providing career fairs and leadership projects.
- The Cooperative Work Placements Program sponsors youth in First Nations schools to participate in mentored school-based work and study opportunities.
- The Science and Technology Program sponsors activities to promote science and technology as a career choice by providing First Nations youth with first-hand experience in various science and technology disciplines.
- The Mentored Work Placement Program sponsors work experience opportunities for outof-school, unemployed, or under-employed First Nations youth.
- The Information Communication Technology (ICT) Work Placements sponsors information and communication technology work experience opportunities for out-of-school, unemployed, or under-employed youth.

Number of communities funded through SWEP	152
Number of youth supported through Career Promotion & Awareness Program	4,450
Number of students sponsored for Cooperative Work Placements	49
Number of student participants in Science and Technology Programs	2,968
Number of students sponsored through the Mentored Work Placement Program	257



Gitwangak Elementary



Lytton Elementary

#### FIRST NATIONS HEALTH AND SCIENCE PROMOTION INITIATIVE

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

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

Number of communities provided a program grant	39
Number of participants in program	1800

#### ARTISTS IN EDUCATION INITIATIVE

Funded by the BC Arts Council and the Government of BC's Creative Futures Initiative, each year Artists in Education grants support artistic programming including performances, workshops and residencies - in schools across the province, and for almost two decades, this initiative has been specifically extended to First Nations schools in BC. Through the Artists in Education initiative, funding grants are provided to First Nations schools on a rotating basis, allowing local BC First Nations artists to provide exciting art opportunities for students. Most of the artists included in the funded programs are recognized by their communities for their talents and gifts, and they usually teach their art in traditional ways that are embedded in their languages, cultures, stories, and/or teachings. Accordingly, this program has supported very relevant and muchappreciated opportunities that otherwise may not have been possible.

Number of schools provided an Artists in Education grant

16



Lalme' Iwesawtexw (Seabird Island Community School)



Little Chiefs Elementary

## FIRST NATIONS ACTNOW GET HEALTHY STAY HEALTHY CHALLENGE

The First Nations ActNow Get Healthy Stay Healthy Challenge is a project undertaken with funding from the First Nations Health Authority. The focus of the initiative is to help schools achieve the following goals.

- To build and expand on students' knowledge and understanding of healthy and unhealthy foods and how their food choices affect their health and well-being.
- To develop students' abilities to apply their knowledge and understanding of healthy and unhealthy foods to their daily food selections.
- To develop and build upon students' knowledge and understandings of the value of daily physical activity in maintaining a healthy lifestyle and general well-being.
- To develop students' abilities to apply their knowledge and understandings of the value of physical activity in their daily lives.

Number of schools that participated in ActNow

Number of students that participated in ActNow

1,184

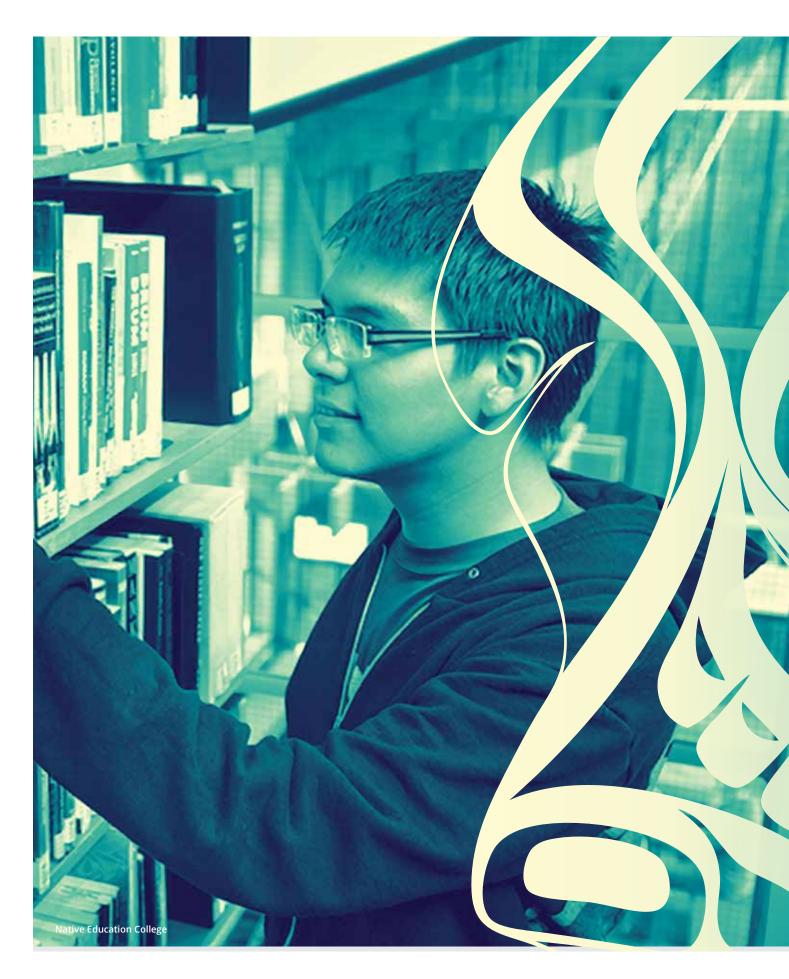
#### MENTAL HEALTH TRAINING

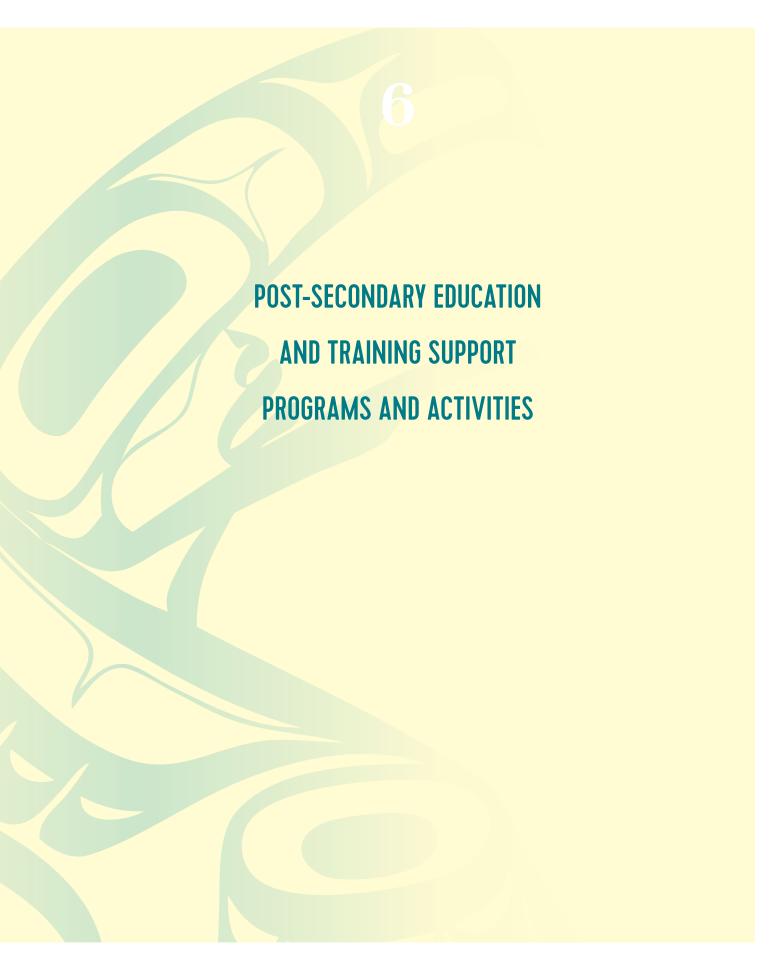
In 2016/2017, the First Nations Health Authority provided financial support for a new initiative to help First Nations school staff address critical mental health issues of their students. Educators are in a unique position to promote positive mental health outcomes and address students' mental health concerns, including the manifestation of mental health issues both in and out of the classroom. By learning how to recognize and help students and families address mental health issues, as well as learning how to refer students to appropriate health professionals, teachers in First Nations schools will be better equipped to support students and have a meaningful impact on their long-term well-being and success.

Reflecting the important potential benefits outlined above, in the past year a two-day Mental Health Awareness workshop was offered for 88 grade 6-12 educators from First Nations schools.

Number of participants in the training

88





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

#### POST-SECONDARY SUBCOMMITTEE

FNESC's work in this area is guided by the Post-Secondary Subcommittee (PSSC), which for many years has worked to address issues related to First Nations PSE and to develop united responses to provincial and federal PSE policies and programs. The PSSC is comprised of FNESC Board members who are selected based upon their experience and knowledge of First Nations PSE. The role of the PSSC is as follows.

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

Long-term funding to support this work is being sought, as the PSSC is critical to the advancement of First Nations PSE in BC; it provides policy and program advice to inform FNESC's post-secondary work and ensure that FNESC's support is meeting community needs.

#### JOINT POST SECONDARY EDUCATION TASK TEAM

Throughout the past year, FNESC has been participating in meetings of a joint Assembly of First Nations-INAC PSE Task Team. The objective of the Task Team is to provide a national forum to share technical expertise and knowledge to make recommendations in regard to PSE funding for both First Nations students and Aboriginal-controlled institutes of higher learning. This work has been especially important given the federal government's partial fulfillment of the 2015 election campaign promise, by increasing funding for post-secondary students by \$90 million over two years and the Budget 2017 commitment to review all current federal programs that support Indigenous students who wish to pursue post-secondary education. First Nations are advocating for the review to be led by the Chief's Committee on Education (CCOE) and National Indian Education Council (NIEC) and to be focused specifically on First Nations post-secondary education.

Dialogue and research is underway regarding changes to the Post-Secondary Student Support Program guidelines and the inadequacy of current funding levels, as well as ways to ensure that the Post-Secondary Partnerships Program (PSPP) meets the needs of First Nation communities and learners. The Joint INAC-AFN Task Team, the CCOE, and the NIEC are advocating for a return to a regional, First Nations-driven adjudication process, an appropriate allocation formula, and limiting eligibility to First Nations and First Nations-mandated institutes.

Finally, the PSE Task Team will conduct research on core funding mechanisms for Aboriginal-controlled institutes, to be followed by broader discussions focused on how to better meet student and community needs.



Lalme' Iwesawtexw (Seabird Island Community School)

### POST-SECONDARY EDUCATION AND TRAINING POLICY FRAMEWORK IMPLEMENTATION

FNESC continues to work with its PSE partners, particularly the provincial government, to advance the implementation of the *Aboriginal Post-Secondary Education and Training Policy Framework and Action Plan: 2020 Vision for the Future*. The Framework was developed in close collaboration with FNESC, IAHLA, and other partners and is grounded in the following vision:

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





Top: Sts'ailes Community School Bottom: Barriere Elementary

respectful and receptive to Aboriginal learners and communities.

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

In 2016/17, engagement related to the Policy Framework included:

- bilateral meetings with the Minister, Deputy Minister and staff of the Ministry of Advanced Education;
- joint development and adjudication of the Aboriginal Community Based Training Partnerships;

- collaborative program changes and adjudication for the Aboriginal Service Plan (ASP) Initiative, including input at all stages of the evaluation of the program;
- work with the Association of BC Deans of Education on a Joint Action Plan, which led to a symposium on Aboriginal student recruitment and retention in teacher education;
- work with the IAHLA Executive to ensure post-secondary projects and initiatives are aligned and coordinated;
- participation in the Aboriginal Awards Committee of the Irving K. Barber Society;
- input and advice related to changes to private career training legislation;
- participation in research on financial assistance accessed by Aboriginal learners;
- work with BC on its Aboriginal Student Data Report and research on access, retention and completion of PSE among Aboriginal learners; and
- collaborative activities to help increase the number of Aboriginal students who transition from K-12 to PSE.

#### SUPPORT FOR COMMUNITY PSE COORDINATORS

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

#### POST-SECONDARY RESOURCE LINE

FNESC continues to operate a Post-Secondary Resource Line for First Nation PSE Coordinators. Through this service, First Nations are able to ask questions about administering post-secondary programs, which includes assistance with administering post-secondary in accordance with federal funding guidelines, completing PSE application and reporting forms, and developing and amending local PSE operating guidelines.

A number of other supports are provided to communities through the Resource Line, including:

- Refining a local operating guidelines toolkit, which provides template guidelines, forms, and best practices for use by communities;
- Facilitating communications related to INAC BC Region's PSE allocation methodology, application and reporting process;
- Developing a PSE Coordinator Handbook;
- Maintaining the FNESC PSE Webpage (www.fnesc.ca/pse), including posting news and events and updating the PSE Coordinator Resource Page;
- Maintaining and updating Aboriginal Learning Links (www.aboriginallearning.ca), a web
  portal that provides resources for Aboriginal learners pursuing post-secondary studies;
- Identifying, developing and circulating materials and resources to support PSE Coordinators;
- Gathering feedback from First Nation PSE staff on issues related to federal PSE funding;



**Brooklyn Elementary** 

- Assisting First Nations in applying to the Post-Secondary Partnerships Program; and
- Assisting First Nation PSE staff in identifying and applying for other sources of funding to support their learners.

#### PSE COORDINATOR WORKSHOPS

For the fourth consecutive year, in 2016/2017 FNESC hosted a series of five regional PSE Coordinator Workshops across the province to facilitate professional development and update communities on recent developments in post-secondary. Workshop materials focused on the administration of the PSSSP and UCEP, including identifying changes to INAC guidelines, discussing challenges, and sharing suggestions for administration and reporting. Feedback from the participants will inform FNESC's advocacy and supports, and this year's workshops provided an opportunity to engage with communities on necessary changes to the PSSSP and UCEP National Program Guidelines and to hear from communities on their experiences working with public post-secondary institutions.

Of the 95 PSE Coordinators who attended the 2016/2017 workshops, 67 submitted event evaluations. A majority (96%) found the content very valuable, 95% found the workshop materials to be very good or excellent, and 89% of participants found the presenters to be very informative.

Number of contacts to the PSE Resource Line

842

Number of participants in the PSE Coordinators' Workshops



### **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. The System that has been created has continually evolved to address and respond to the jurisdictional complexities of First Nations education to ensure that effective programs and equitable funding are available to support First Nation learners. BC First Nations have also established programs, services, and advocacy mechanisms that are accountable and founded on First Nations languages, cultures, values and traditions.

The evolution of the BC First Nations Education System has been significantly shaped by the continued advancement of First Nations control of First Nations education, which is enhanced by tripartite engagement among First Nations, Canada and the Province of BC, recognizing their various responsibilities to First Nations learners as well as the value of positive partnerships to support improved student outcomes.

Overcoming existing challenges and achieving the needed improvements in First Nations education will not be easy. Capacity building, raising student achievement, implementing appropriate First Nations language and culture programming and activities, and maintaining collective supports is complicated and will require sustained commitment and attention. But the BC First Nations Education System represents an important model for how First Nations can jointly and concertedly make progress for their learners, and the considerable accomplishments that have been achieved provide a strong platform for moving head. The BC First Nations Education System now includes a more organized system for collecting and monitoring data, for providing school improvement supports – especially for schools experiencing difficulties, for designing and implementing programs and services to address key priorities for progress, and for maintaining and expanding relationships for the benefit of First Nations students.

FNESC and the FNSA look forward to continuing our efforts to promote important 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, 2017

#### 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 of Operations and Changes in Fund Balances
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Statement of Changes in Fund Balances
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Statement of Cash Flows
Notes to the Financial Statements

Note: Schedules of Program Operations Available on Request

# First Nations Education Steering Committee Society March 31, 2017

#### **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 Monso

#### **Independent Auditor's Report**

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

#### **Report on the Financial Statements**

We have audited the accompanying financial statements of First Nations Education Steering Committee Society, which comprise the statement of financial position as at March 31, 2017 and the statement of operations, statement of changes in fund balances and statement of cash flows for the year then ended, and a summary of significant accounting policies and other explanatory information.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with Canadian accounting standards for not-for-profit organizations, and for such internal control as management determines is necessary to enable the preparation of financial statements that are free from material misstatement, whether due to fraud or error.

#### Auditor's Responsibility

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

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

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



#### Opinion

In our opinion, the financial statements present fairly, in all material respects, the financial position of First Nations Education Steering Committee Society as at March 31, 2017, and the results of its operations and its cash flows for the year then ended in accordance with Canadian accounting standards for not-for-profit organizations.

#### **Report on Other Legal and Regulatory Requirements**

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

Vancouver, B.C. July 6, 2017

**Chartered Professional Accountants** 

DEH Group LEP

### **First Nations Education Steering Committee Society**

Statement of Operations and Changes in Fund Balances - Operating Fund Year ended March 31, 2017

	2017	2017	2016
	\$	<b>2017</b> \$	<b>2016</b> \$
	Budget	Actual	Actual
Revenue			
INAC funding	41,793,430	41,793,430	21,202,752
Province of BC funding	242,200	244,867	365,000
Administration fee recoveries	1,528,788	1,550,530	624,511
Other funding sources	992,400	1,065,252	1,033,022
	44,556,818	44,654,079	23,225,285
Expenditures			
Direct	40,055,448	37,816,579	18,934,981
Indirect	4,050,600	4,058,971	3,869,536
Transfers to First Nations Schools Association	350,400	350,400	350,400
	44,456,448	42,225,950	23,154,917
Excess of revenue over expenditures	100,370	2,428,129	70,368
Fund balance, beginning of year	6,856,435	6,856,435	6,786,067
Fund balance, end of year	6,956,805	9,284,564	6,856,435

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

First Nations Education Steering Committee Society

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

Year ended March 31, 2017

										2017 \$
o de C	# CT- FC	INAC	Province of BC	Other	Total	Total	Excess (deficiency)	Beginning fund balance	Recoveries, transfers & re-	Ending fund balance
	# DISTRICT	all in	al in in	unii a		experiences	ioi cile year	(delicit)	וווממואפווופוורא	(delicit)
TEFA Core	П	4,401,000	2,667	•	4,403,667	4,409,371	(5,704)	777,565	78,352	850,213
Program	2	7.006.370	,	,	7.006.370	7.002.274	4.096	•	,	4.096
Career and Skills Development Resource People	m	174,900	٠	•	174,900	149,616	25,284	•	•	25,284
National Engagement (New Paths)	4	200,000	•	1	200,000	480,129	19,871	1	•	19,871
First Nations Language Program	2		•	•		116,804	(116,804)	25,055	200,000	108,251
Annual Education Conference	9		•	289,595	289,595	305,104	(15,509)	223,694	•	208,185
Seventh Generation	7	•	•	66,254	66,254	67,887	(1,633)	11,454	•	9,821
First Nations Language Conference	8	•		•	•	•	•	37,662	•	37,662
Contingency Reserve	6		•	228,374	228,374	•	228,374	3,830,584	(200,000)	3,858,958
Local Education Agreement	10		1	i	1	i		(1,854)	1,854	
Post-Secondary Support to Communities	11	145,125	•	i	145,125	151,720	(9,295)	•	6,595	
Dual Credit Implementation	12	•	,	i	•	i	•	1,986	(1,986)	
Accountability	13		•	•			. !	(120)	120	
School Assessment	14	1,385,000		' 6	1,385,000	1,364,183	20,817	57,721	•	78,538
IAHLA	15	' (		8,100	8,100	55,580	(47,480)	96,270		48,790
Education Governance Handbook and Training	16 17	73,140		1	73,140	148,996	6,144	, 100	' ' '	6,144
Impainte Agreement	T 1	, 133,000 -			, - , - , - , - , - , - , - , - , - , -	140,097	COT'0	365 745	C -	365 745
Mental Health Training	19			20,000	20,000	20,000	•	. '	٠	: :/::
TEFA Curriculum	20	310.000	•	'	310,000	353.105	(43.105)	20.196	(20.196)	(43.105)
Parents Club	21	62,000	٠	•	67,000	60,044	6,956,9	18,982	(()	25,938
Vancouver Foundation Projects	22		•	32,313	32,313	30,083	2,230	931	•	3,161
Special Education Program	23	22,718,461	•	•	22,718,461	21,139,402	1,579,059	1	•	1,579,059
New Paths for Education	24		•	•	•	•	•	•	•	
Post-Secondary Education Program	25	•	115,000	•	115,000	105,846	9,154	165,064	•	174,218
School Capacity Development	56	847,700	•	•	847,700	850,168	(2,468)	16,990	(16,990)	(2,468)
Jurisdiction Negotiation	27	254,630		•	254,630	254,630	•	•	•	
Jurisdiction Capacity Building	28	208,590		' !	208,590	208,590		' !	•	
Education Partners Activities	29	' '	127,200	4,675	131,875	113,609	18,266	39,367	' [	57,633
Professional Growth Process	30	341,000			341,000	347,182	(6,182)	73,397	(73,397)	(6,182)
Information system	31	1/4,000	•	•	174,000	209,068	(35,068)	(9,008)	9,008	(35,068)
Collinected classroom	200	136,000			136,000	213,/93	(567,61)	(77,040)	77,040	(19,795)
Cot toolthy Stay Doubthy Challenge	000	47,000		' 00 33	47,000	09,000	(0,000)	. כנא כנ	1 605	(0,000)
Oct nealuly stay freattily challenge	, c	0,007	•	000,000	00,000	110,704	4,340	22,012	CEO'TT	50,00
Data and information Management Project	35	110,240			110,240	110,204	(2 /22)			30
Cummor Lossing Drogsom	2 6	205,200			305,200	200,014	(2,432)		i	7 500
Summer rearming mograms	, e	383,020			120,020	120,000	2,200			2,300
Technology Support	9 6	1 760 454	٠	,	1 760 454	1 750 454	•	•	٠	٠
Health and Science Career Promotion	6 4	+ 01,000,11	٠	162.400	162.400	154.900	7.500	•	•	7.500
Core Projects	41		'	1,708,070	1,708,070	910,225	797,845	1,105,375	(18,290)	1,884,930
		41.793.430	244.867	2.615.782	44.654.079	42.225.950	2.428.129	6.856.435	ı	9.284.564

The accompanyina notes are an intearal part of these financial statements.

# First Nations Education Steering Committee Society Statement of Changes in Fund Balances Year ended March 31, 2017

					<b>2017</b> \$	<b>2016</b>
_	Invested in capital assets	Restricted	Internally designated	Unrestricted	Total	<u>Total</u>
Balance, beginning of year	128,786	1,920,475	3,088,600	1,847,360	6,985,221	6,855,680
Excess of revenue over expenditures	-	1,401,909	-	1,026,220	2,428,129	70,368
Interfund transfers	-	218,290	-	(218,290)	-	-
Purchase of capital assets	80,424	-	-	-	80,424	102,269
Amortization of capital assets	(66,398)	-	-	-	(66,398)	(66,532)
Repayment of capital lease obligation	23,436				23,436	23,436
Balance, end of year	166,248	3,540,674	3,088,600	2,655,290	9,450,812	6,985,221

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

### **First Nations Education Steering Committee Society**

**Statement of Financial Position** 

March 31, 2017

	2017	2016
	\$	\$
Assets		
Current		
Cash	10,601,743	5,161,050
Term deposits (Note 3)	3,000,000	3,121,125
Accounts receivable	346,380	117,387
GST/HST receivable	115,668	70,035
Prepaid expenses	42,074	42,499
Due from First Nations Schools Association	180,297	193,482
Due from Indigenous Adult Higher Learning Association		1,600
	14,286,162	8,707,178
Capital assets (Note 4)	207,261	193,235
	14,493,423	8,900,413
Liabilities Current Accounts payable and accrued liabilities (Note 5)	5,001,598	1,850,743
Current portion of obligation under capital lease (Note 6)	23,436	23,436
current portion of obligation under capital lease (Note of	5,025,034	1,874,179
Obligation under capital lease (Note 6)	17,577 5,042,611	41,013 1,915,192
Commitments and contingency (Note 9)		
Fund balances		
Invested in capital assets	166,248	128,786
Restricted	3,540,674	1,920,475
Internally designated (Note 11)	3,088,600	3,088,600
Unrestricted	2,655,290	1,847,360
	9,450,812	6,985,221
	14,493,423	8,900,413

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

**Approved on Behalf of First Nations Education Steering Committee Society** 

Monos Treasure

Statement of Cash Flows Year ended March 31, 2017

Cash, end of year

2017 2016 \$ Cash flows from (used in) operating activities Excess of revenue over expenditures 2,428,129 70,368 Items not affecting cash Purchase of capital assets 102,269 80,424 Changes in non-cash working capital Decrease (increase) in (228,993)Accounts receivable (33,387)GST/HST receivable (8,005)(45,633)Prepaid expenses 425 5,000 Due from First Nations Schools Association (90,052)13,185 Due from Indigenous Adult Higher Learning Association 1,600 Increase (decrease) in Accounts payable and accrued liabilities 3,150,855 (924,385) 5,399,992 (878, 192)Cash flows from (used in) investing activities Purchase of capital assets (80,424)(102, 269)Purchase of term deposits (3,000,000)(76,125)Proceeds on redemption of term deposits 3,121,125 (178,394) 40,701 Increase (decrease) in cash during the year 5,440,693 (1,056,586) 5,161,050 Cash, beginning of year 6,217,636

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

5,161,050

10,601,743

Notes to the Financial Statements March 31, 2017

#### 1. Society, aims and objectives

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

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

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

#### 2. Summary of significant accounting policies

#### **Basis of presentation**

These financial statements have been prepared in accordance with Canadian accounting standards for not-for-profit organizations which necessarily involves the use of estimates. The financial statements have, in management's opinion, been properly prepared within reasonable limits of materiality and within the framework of significant accounting policies summarized below.

For the purposes of the statement of operations (Statement 1), direct expenditures include expenditures, except administrative fees, incurred under all programs other than the Core and Contingency Reserve programs (Schedules 1 and 9). The Core program expenditures include the administrative and operating costs of the Society; the Contingency Reserve program reports the expenditure of unrestricted funds. Indirect expenditures include expenditures incurred under the Core and Contingency Reserve programs.

#### Use of estimates

The preparation of financial statements in accordance with Canadian accounting standards for not-for-profit organizations requires management to make estimates and assumptions that affect the reported amount of assets and liabilities, and disclosure of contingent assets and liabilities at the date of the financial statements, and the reported amount of revenues and expenditures during the period. Actual results could differ from these estimates.

#### Fund accounting

The Society follows the restricted fund method of accounting for contributions. The Society records accounting transactions using the fund accounting method generally in use for not-for-profit organizations. A fund is determined for the purpose of carrying on specific activities or attaining certain objectives in accordance with special regulations, restrictions or limitations. Each fund has its own statement of operations which presents the results of operations for the fund. The financial position of the Society is shown on the statement of financial position which includes the assets, liabilities and fund balances of all funds presented in the financial statements.

#### Revenue recognition

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

Notes to the Financial Statements March 31, 2017

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

#### Capital assets

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

Capital lease - equipment - 5 years
Computer equipment - 3 years
Computer software - 2 years
Furniture and equipment - 5 years
Leasehold improvements - 5 years

#### **Budget figures**

All budget figures were prepared by management and are unaudited.

#### 3. Term deposits

Term deposits consist of six guaranteed investment certificates ("GICs") in the amount of \$ 500,000 each. The GICs have one, two, and three year terms ending November 4, 2017, 2018 and 2019 with interest rates of 1.80%, 1.95% and 2.00%, respectively. The GICs are redeemable only on the anniversary date each year.

Capital assets			2017
		Accumulated	\$
	Cost	<u>amortization</u>	Net
Capital lease - equipment	117,180	76,167	41,013
Computer equipment	274,330	250,335	23,995
Computer software	30,914	30,914	-
Furniture and equipment	178,015	102,369	75,646
Leasehold improvements	<u>170,842</u>	104,235	66,607
	771,281	564,020	207,261
			2016

			\$
		Accumulated	
	Cost	<u>amortization</u>	<u>Net</u>
Capital lease - equipment	117,180	52,732	64,448
Computer equipment	257,170	236,481	20,689
Computer software	30,914	30,558	356
Furniture and equipment	258,015	155,747	102,268
Leasehold improvements	107,578	102,104	5,474
	770,857	577,622	193,235

Interest expense related to the capital lease was \$ 7,568 (2016 - \$ 9,005).

Notes to the Financial Statements March 31, 2017

#### 5. Accounts payable and accrued liabilities

Included in accounts payable and accrued liabilities is \$ 78,946 (2016 - \$ Nil) owed to the Government of Canada in respect of payroll remittances.

6.	Obligation under capital lease	<b>2016</b> \$	<b>2017</b> \$
	Office equipment lease, 9.5%, maturing December 31, 2018 Less: Current portion	41,013 23,436	64,449 23,436
		17,577	41,013

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

	\$	
2018	23,436	
2019	<u> 17,577</u>	
	41,013	
Interest included in minimum lease payments	<u>9,346</u>	
	50,359	

#### 7. Financial instruments

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

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

Unless otherwise noted, it is management's opinion that the Society is not exposed to significant interest, currency, or credit risks arising from these financial instruments.

#### 8. Economic dependence

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

Notes to the Financial Statements March 31, 2017

#### 9. Commitments and contingency

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

	\$	
2018	297,842	
2019	323,683	
2020	312,988	
2021	321,100	
2022	<u>329,212</u>	
	1,584,825	

The office premises lease expires October 31, 2017. The equipment lease expires December 1, 2018.

Subsequent to year end the Society entered into a new lease agreement on the existing office premises, expiring October 31, 2022.

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

#### 10. Related party transactions

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

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

#### 11. Internally designated and unrestricted funds

The Society currently holds internally designated funds as a contingency reserve (see Schedule 9). The fund balance is capped at \$ 3,088,600, which approximates six months of operation funding, and is to be used in the event that funding is delayed or drastically reduced by funding agencies. The balance of the contingency fund in excess of the cap is considered to be unrestricted, along with the Core Projects program (see Schedule 41). These unrestricted funds will be spent according to priorities set out in a plan approved by the Board.

#### 12. Remuneration paid to employees and contractors

Under the new British Columbia Societies Act, 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:

	2017	2016
Number of employees and contractors	32	27
Total remuneration paid	\$ 3,595,150	\$ 2,578,659

Notes to the Financial Statements March 31, 2017

#### 13. Remuneration paid to directors

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

	<b>2017</b> \$	<b>2016</b> \$
President	25,500	7,500

# FIRST NATIONS SCHOOLS ASSOCIATION

# FINANCIAL STATEMENTS - MARCH 31, 2017

#### INDEX TO THE FINANCIAL STATEMENTS

Management's Responsibility for Financial Reporting
Independent Auditor's Report
Statement of Revenue and Expenses
Statement 1
Summary Statement of Operations and Changes in Fund Balances
Statement 2
Statement of Changes in Fund Balances
Statement 3
Statement of Financial Position
Statement of Cash Flows
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Note: Schedules of Program Operations Available on Request

March 31, 2017

#### Management's Responsibility for Financial Reporting

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

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

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

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

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

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

Colleen Austin, President, Board of Directors

Len Merriman, Treasurer, Board of Directors

#### **Independent Auditor's Report**

To the Board of Directors of First Nations Schools Association

#### **Report on the Financial Statements**

We have audited the accompanying financial statements of First Nations Schools Association, which comprise the financial position as at March 31, 2017 and the statement of revenue and expenses, statement of changes in fund balances and statement of cash flows for the year then ended, and a summary of significant accounting policies and other explanatory information.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with Canadian accounting standards for not-for-profit organizations, and for such internal control as management determines is necessary to enable the preparation of financial statements that are free from material misstatement, whether due to fraud or error.

#### Auditor's Responsibility

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

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

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

#### Opinion

In our opinion, the financial statements present fairly, in all material respects, the financial position of First Nations Schools Association as at March 31, 2017, and the results of its operations and its cash flows for the year then ended in accordance with Canadian accounting standards for not-for-profit organizations.



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

dhgroup.ca t 604.731.5881 f 604.731.9923

#### 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 6, 2017

**Chartered Professional Accountants** 

DEH Group LEP

Statement of Revenue and Expenses

Year ended March 31, 2017

	2017	2017	2016
	\$	\$	\$
	Budget	Actual	Actual
	(Unaudited)		
Revenue			
INAC funding - TEFA, transfer from			
First Nations Education Steering			
Committee Society	350,400	350,400	350,400
INAC funding - EPP	-	-	120,000
Membership fees	-	18,040	20,934
ArtStarts contributions	25,750	21,750	20,739
Annual general meeting vendors' table income	8,250	9,400	8,450
Interest income	· -	4,713	5,785
Miscellaneous	4,000	16,735	11,380
	388,400	421,038	537,688
Expenses			
Advisory services	30,000	49,747	_
Annual general meeting catering	180,000	180,916	149,045
Artists in Education program	34,000	25,460	23,800
Consulting	-	-	16,975
Co-ordinator	_	_	18,334
Directors' costs (Note 6)	74,500	59,712	57,326
Executive assistant	-	-	12,000
Insurance	2,500	2,276	2,276
Materials and supplies	55,000	37,068	59,636
Meeting costs	-	-	76,941
Principal professional development	_	_	55,292
Professional fees	38,400	32,557	7,139
Representative travel	85,000	87,734	92,489
Speakers	15,000	31,039	35,039
Summer learning project	15,000	31,033	25,764
Tools and shipping	4,000	3,793	25,704
10013 and shipping	518,400	510,302	632,056
	<u></u>	310,302	032,030
Excess (deficiency) of revenue over expenses	(130,000)	(89,264)	(94,368)

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, 2017

										<b>2017</b> \$
V	Chodule #	TEFA	Membership	Other	Total	Total	Excess (deficiency)	Beginning	Transfers for the year	Ending
<u>balance</u>	± 200									
Core Projects	1	•	18,040	52,598	70,638	29,253	41,385	372,025	(130,223)	283,187
TEFA Core	2	160,400	•	•	160,400	157,964	2,436	ı	(2,436)	ı
Annual General Meeting and Conference	3	190,000	•	1	190,000	322,659	(132,659)	•	132,659	
EPP - Structural Readiness	4					426	(426)	109		(317)
		350,400	18,040	52,598	421,038	510,302	(89,264)	372,134	•	282,870

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

Statement of Changes in Fund Balances Year ended March 31, 2017

	<b>2017</b> \$	<b>2017</b> \$	<b>2017</b> \$	<b>2016</b> \$
	Restricted	Unrestricted	Total	Total
Balance, beginning of year	109	372,025	372,134	466,502
Excess (deficiency) of revenue over expenses	(426)	(88,838)	(89,264)	(94,368)
Balance, end of year	(317)	283,187	282,870	372,134

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

Statement 4

# First Nations Schools Association Statement of Financial Position March 31, 2017

	2017	2016
	\$	\$
Assets		
Current		
Cash	443,824	554,363
Accounts receivable	•	554,505
Contributions receivable	1,874	120,000
GST receivable	19.262	120,000 6,073
	18,362	•
Prepaid expenses	5,000	10,000
	469,060	690,436
Liabilities		
Current		
Accounts payable	5,893	119,860
Deferred revenue	-	4,960
Due to First Nations Education Steering		1,500
Committee Society (Note 4)	180,297	193,482
Committee Desictly (Note 1)	186,190	318,302
Fund balances		
Restricted (Schedule 4)	(317)	109
Unrestricted	283,187	372,025
	282,870	372,134
	469,060	690,436

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

**Approved on Behalf of First Nations Schools Association** 

Len Merriman, Treasurer

Statement of Cash Flows Year ended March 31, 2017

	2047	2016
	<b>2017</b> \$	<b>2016</b> \$
	Ţ	<del></del>
Cash flows from (used in) operating activities		
Excess (deficiency) of revenue over expenses	(89,264)	(94,368)
Changes in non-cash working capital		
Decrease (increase) in		
Accounts receivable	(1,874)	-
Contributions receivable	120,000	(120,000)
GST receivable	(12,389)	2,422
Prepaid expenses	5,000	(8,307)
Increase (decrease) in		
Accounts payable	(113,967)	119,860
Deferred revenue	(4,960)	4,960
	(97,354)	(95,433)
Cash flows from (used in) financing activity		
Due to First Nations Education Steering		
Committee Society	(13,185)	88,452
Increase (decrease) in cash during the year	(110,539)	(6,981)
Cash, beginning of year	<u>554,363</u>	561,344
Cash, end of year	443,824	554,363

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

Notes to the Financial Statements March 31, 2017

#### 1. Association, aims and objectives

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

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

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

#### 2. Summary of significant accounting policies

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

#### **Basis of presentation**

These financial statements have been prepared in accordance with Canadian accounting standards for not-for-profit organizations ("ASNPO") which necessarily involves the use of estimates. The financial statements have, in management's opinion been properly prepared within reasonable limits of materiality and within the framework of significant accounting policies summarized below.

#### Use of estimates

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

#### **Fund accounting**

The Association follows the restricted fund method of accounting for contributions.

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

- Core Projects;
- TEFA Core;
- · Annual General Meeting and Conference; and
- EPP Structural Readiness

#### Revenue recognition

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

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

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

Notes to the Financial Statements March 31, 2017

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

#### **Budget figures**

All budget figures were prepared by management and are unaudited.

#### 3. Financial instruments

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

#### 4. Related party transactions

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

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

#### 5. Economic dependence

The Association is economically dependent on INAC TEFA funding transferred from First Nations Education Steering Committee Society (83.2% in 2017 and 65.2% in 2016).

#### 6. Remuneration paid to directors

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

	<b>2017</b> \$	<b>2016</b> \$
President	7,500	7,500



# **APPENDIX 1:** FNSA EXECUTIVE & BOARD MEMBERS, AS OF MARCH 2017

POSITION	NAME	SCHOOL	REGION
President	Pamela Lee Lewis	We Wai Kai Head Start	Kwakwaka'wakw/Heiltsuk/Nuxalk/Oweekeno
Secretary	Janice Antoine	Coldwater Elementary School & Coldwater Resource Technology School	Secwepemc/St'atl'imc/Nlaka'pamux
Vice-President	Colleen Austin	'Na Aksa Gyilak'yoo School	Haida/Tsimshian/Haisla/Nisga'a
Treasurer	urer Kirsten Barnes First Nations High School	First Nations High School	Gitksan/Wet'suwet'en
	Bernice Touchie	Ittatsoo Learning Centre	Nuu-chah-nulth/Coast Salish
Michael Derech ?aqʻamnik School Francine Johnny Yu Thuy Thut Reidun Kopp Shihiya School Vacant	?aq́amnik School	Kootenay/Okanagan	
	Yu Thuy Thut	Nuu-chah-nulth/Coast Salish	
	Shihiya School	Secwepemc/St'atl'imc/Nlaka'pamux	
	Kaska/Dene/Tahltan/Tagish/Inland Tlingit/Tsek'en		
	Len Merriman	Eugene Joseph Elementary / Secondary	Tsilhqot'in/Carrier/Sekani
	•	-	-



# APPENDIX 2: FNESC EXECUTIVE & BOARD MEMBERS, AS OF MARCH 2017

President

Tyrone McNeil

Stó:lō Tribal Council

Vice-President

Joe Pierre, Jr

St. Mary's Indian Band

Treasurer

Jeneen Hunt

Kwicksutaineuk Ah Kwa Mish First Nation

Secretary

Barbara Barltrop

Nanoose First Nation

Adama kalin Ind'an Band	Chara Cautha
Adams Lake Indian Band	Shane Coutlee
Ahousat First Nation	Rebecca Atleo
Aitchelitz First Nation	Gwen Point
Akisqnuk First Nation	Stephanie Sam
Alexis Creek First Nation	Lenore Case
Blueberry River First Nations	Patricia Greyeyes
Bonaparte Indian Band	Nina Minnabarriet
Boothroyd Indian Band	Terrie Davidson
Boston Bar First Nation	Dolores O'Donaghey
Campbell River Indian Band	J. Curtis Wilson
Canoe Creek Indian Band	Darlene Louie
Carrier Chilcotin Tribal Council	Shawn Holte
Carrier Sekani Tribal Council	Marlene Erickson
Cayoose Creek Indian Band	Yvonne LaRochelle
Chawathil First Nation	Thelma Florence
Cheam Indian Band	Sandra Victor
Cheslatta Carrier Nation	Chantal Burt
Coldwater Indian Band	Janice Antoine
Cowichan Tribes	Char Crocker
Da'naxda'xw First Nation	Elizabeth Davidson
Dease River First Nation	Jody Linklater
Fort Nelson First Nation	Kathi Dickie
Gitanmaax Band Council	Pansy Wright-Simms
Gitga'at First Nation	Ernie Hill
Gitksan Government Commission	Marjorie McRae
Gitsegukla Band Council	Julia Walker
Gitwangak Band Council	Amanda Zettergreen
Gitxaala First Nation	Kirsten Barker
Glen Vowell Band	Jenelle Van Tunen
Gwa'sala – 'Nakwaxda'xw Nation	Grace Smith
Heiltsuk Band	Mary Brown
Hesquiaht First Nation	Claudette Lucas
Iskut Band Council	Jolene Louie
K'ómoks First Nation	Charlene Everson

Kispiox Band Council	Sandra Olson
Kitamaat Village Council	Nina Shaw
Kitselas Band Council	Deborah Moore
Kitsumkalum Band Council	Cynthia Bohn
Kwadacha Nation	Andreas Rohrbach
Kwakiutl Band Council	Marion Hunt
Kwakiutl District Council	Lisa Anwar
Kwantlen First Nation	Cheryl Gabriel
Kwikwetlem First Nations	Eric Di Nozzi
Lake Babine Nation	Darren Patrick
Lax Kw'alaams Indian Band	Harvey Russell Jr.
Lheidli T'enneh Band	Vincent Joseph
Lillooet Tribal Council	Susan James
Lower Kootenay Indian Band	Angie Louie
Lower Nicola Indian Band	Lynne Charlton
Lower Similkameen Indian Band	Lauren Terbasket
Mamalilikulla-Qwe'Qwa'Sot'Em Band	Cynthia Sewid
Metlakatla First Nation	Brenda L. Leighton
Moricetown Indian Band	Diane Mattson
Musqueam Indian Band	Faye Mitchell
Nadleh Whut'en Band	Sue Ketlo
Nazko First Nation	Vacant
Nee Tahi Buhn Indian Band	Julia F. Morris
Neskonlith Indian Band	Fay Ginther
Nisga'a Lisims Government	Deanna Nyce
Nooaitch Indian Band	Kathleen Jumbo
N'Quatqua Band Council	Julie Thevarge
Nuu-chah-nulth Tribal Council	Greg Louie
Nuxalk Nation	Ian Pootlas
Okanagan Indian Band	Coola Louis
Old Massett Village Council	Ron Brown Jr.
Osoyoos Indian Band	Theresa Gabriel
Pauquachin First Nation	Madeline Bartleman
Penelakut Tribe	Crystal Alcorn

Quatsino First Nation	Rob Cahill
Saanich Indian School Board	Curtis Olsen
Saik'uz First Nation	Faith Thomas
Seton Lake Indian Band	Phyllis Peters
Shackan Indian Band	Debra Manuel
Shuswap Indian Band	Debra Fisher
Skawahlook First Nation	Angie Chapman
Skeetchestn Indian Band	Terry Deneault
Skidegate Band Council	Marcia Piercy
Skin Tyee First Nation	Adele Gooding
Skwah First Nation	Leslie Williams
Snuneymuxw First Nation	Nancy Seward
Soda Creek Indian Band	Vacant
Songhees First Nation	Fran L'Hirondelle
Splatsin First Nation	Darrell Jones
Spuzzum First Nation	Nita Bobb
Squamish Nation	Jessie Williams
Squiala First Nation	Marlene Marasco
Stellat'en First Nation	Angela Reynolds
Stó:lō Nation	Rose Greene
Stz'uminus First Nation	Tim Harris
Tahltan Band Council	Isabel Reid
Takla Lake First Nation	Myrna Teegee

Taku River Tlingit First Nation	Sandra M. Jack
Tk'emlups te Secwepemc	Viola Thomas
Tl'azt'en Nation	Laurie J. Bizero
Tl'etinqox-t'in Government Office	Grant Alphonse
Tlowitsis Tribe	Emily Aikten
Tobacco Plains Indian Band	Leanna Gravelle
Ts'kw'aylaxw First Nation	Clifford Alec
Tsartlip First Nation	William Morris
Tsawout First Nation	Kendra Underwood
Tsay Keh Dene Band	Vacant
Tseshaht First Nation	Maria G <mark>o</mark> mez
Tseycum First Nation	Vern Jack <mark>s Jr.</mark>
Tsilhqot'in National Government	Sherry Stump
Tzeachten First Nation	Melan <mark>ie Wil</mark> liams
Upper Nicola Band	Sharo <mark>n Lin</mark> dley
We Wai Kai Nation	Cin <mark>dy I</mark> nrig
Wet'suwet'en First Nation	Daniell <mark>e W</mark> all
Williams Lake Indian Band	Heather McK <mark>en</mark> zie
Xeni Gwet'in First Nations Government	Trina <mark>Se</mark> tah
Yakweakwioose First Nation	Thelma We <mark>n</mark> man
Yekooche First Nation	Rache <mark>l Yordy</mark>
Yunesit'in Government	Rosalie Mont <mark>gomery</mark>

# FRONT COVER IMAGE West Moberly Lake Elementary, Seventh Generation Club GRAPHIC ELEMENTS Derived from an original illustration "Raven Dancer" by Alano Edzerza, Edzerza Gallery. With permission of the artist. Copyright ©2017

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First Nations Education Steering Committee First Nations Schools Association

#113 - 100 Park Royal South West Vancouver, BC V7T 1A2

Toll-free: 1-877-422-3672 Phone: 604-925-6087

fnesc.ca | fnsa.ca