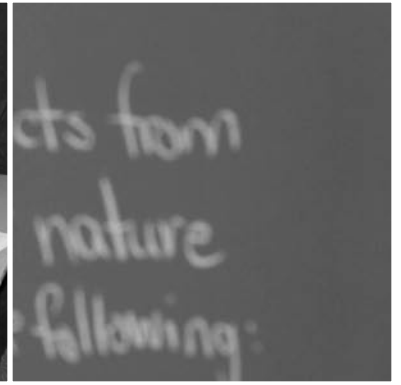
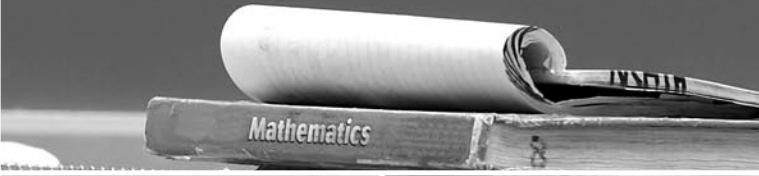


2005/06





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# A year in review



**DEBORAH JEFFREY**  
**FNEC PRESIDENT**

It is with great pleasure that I present the 2005/2006 Annual Report of the First Nations Education Steering Committee (FNEC), giving us the opportunity to reflect on the valuable contributions that so many people have made over the past year. I hope that this report shows the strong commitment that FNEC staff, my colleagues on the FNEC board, and our partners have for achieving quality First Nations education that is worthy of First Nations learners, and that it honours the thousands of people in BC schools and communities who are working with us toward this goal.

In 2005/2006 the FNEC Board had over 62 members and each one represented a First Nations community of British Columbia (BC). Besides bringing a wide variety of cultural and geographical perspectives to the education discussions, I am pleased that FNEC's structure seems to be supporting a growing sense of community around First Nations education in BC. FNEC is fortunate to be gaining recognition nationally for this

successful formula, and we are striving to live up to the trust that First Nations have shown us by continuing to practice transparency, accountability and inclusivity.

In carrying out nearly all of FNEC's activities, we have benefited from the strong, supportive voices of First Nations political leaders who remind us that education is a cornerstone for improving the quality of life for First Nations peoples in Canada. Those leaders have consistently helped to bring the education concerns of First Nations communities to the forefront and to raise the profile of education issues in First Nations, provincial and national politics. FNEC is proud to be a part of these larger efforts and to experience the opportunities that new political developments like the Transformative Change Agreement and the Kelowna Accord brought us in the past year.

FNEC values its relationships with the federal and provincial governments, which are gradually becoming

more respectful of the education goals and authority of First Nations. In 2005/2006, major steps were taken toward the legal recognition of the right of First Nations communities to establish their own education systems that reflect their cultures and visions of quality education. I am pleased to report that the events of 2005/2006 have, as of July 2006, led to the signing of a landmark First Nation Education Jurisdiction Agreement. This agreement will give BC First Nations, if they choose, new legal powers in the area of K-12 on-reserve education, including curriculum, teacher certification, and school standards.

On behalf of our Board of Directors, I invite you to join us as we strive toward the goal of quality education for First Nations students. New partners who will work to improve First Nations education are very welcome, as are any enquiries regarding our work. I encourage you to contact FNEC with your questions and comments. Thank you all for your commitment to First Nations education.

The growth in FNEESC's work over the 2005/2006 year has made it an exciting time to be involved in our organization. It is very rewarding to see the strong working relationships that FNEESC enjoys with First Nations communities and our partners and the opportunities those relationships bring to our work in First Nations education.

Our staff members are proud to be part of the activities that are highlighted in this Annual Report, including the provincial conference, which was attended by over 450 participants, the expansion of our work in post-secondary education, and the significant progress that is being made in the fields of data collection. Our daily program administration and communication services to First Nations schools and communities are also very rewarding.

As we move into 2006, First Nations education jurisdiction becomes more real than ever before. The opportunities that jurisdiction presents to improve education for First Nations learners are truly momentous. Through jurisdiction, parents and communities will once again take responsibility for the education of their youth, and they will have the legal, political and financial support they need to do so. I honour and thank those First Nations who in 2005/2006 helped us to reach this stage, by contributing their voices to the jurisdiction planning and ongoing negotiations. I also commend the FNEESC Board, First Nations Schools Association Board and our First Nations leadership for the progress that has been achieved this year.

FNEESC's partners in education, at both the K-12 and post-secondary levels, have also worked very hard over the

past years to improve the school success of First Nations students. It is heartening to see small indications of success, such as improving graduation rates, even though in every aspect of First Nations education there is more work to be done.

I hope that this report will communicate the accomplishments of the past year and honour the contributions of each of the partner organizations, employees and committees. It is also my hope that you will be inspired to join us in this work, and that you will not hesitate to contact FNEESC with your questions and feedback.



**CHRISTA WILLIAMS**  
FNEESC EXECUTIVE  
DIRECTOR



# Part One

# Introduction to FNEESC



# Introduction to FNEESC

The First Nations Education Steering Committee (FNEESC) is comprised of representatives of First Nations in BC who are working together to improve the quality of education for First Nations learners. Since its establishment in 1992, FNEESC has undertaken a wide range of activities including facilitating communication, sharing information, administering programs, conducting research and building partnerships. FNEESC also strives to communicate the concerns of First Nations with the federal and provincial governments and is an active participant in national education forums. FNEESC is an incorporated, non-profit society and many of its activities are coordinated by staff from its West Vancouver office.

The direction of FNEESC's work is established and guided by First Nations communities and the FNEESC Board. The 2005/2006 board had 62 members and the executive representatives included: President, Deborah Jeffrey, Tsimshian Tribal Council; Vice President, Tyrone McNeil, Sto:lo Tribal Council; Treasurer, Monty Palmantier, Lake Babine Band; and Secretary, Karmen Brillon, Gitanmaax First Nation. Many board members are also members of FNEESC subcommittees, which include the Aboriginal Languages Subcommittee and the Post-Secondary Subcommittee. FNEESC communicates with and supports all First Nations communities in the province through a variety of means, such as its website, conferences and annual community meetings (regional sessions).

Finally, FNEESC provides regular updates to BC First Nations leadership through the First Nations Summit, the Union of BC Indian Chiefs, and the Assembly of First Nations.

## COMMUNICATION AND INFORMATION SHARING

When FNEESC was first established, a major part of its mandate was to improve communication and understanding around First Nations education issues among the many education stakeholders in BC. FNEESC values this mandate and tries to fulfill it in its everyday activities, as well as through its annual activities and special projects. FNEESC's ability to be an effective voice in education matters is largely due to its efforts to gather input directly from First Nations community representatives.

### Regional Sessions

The two-day meetings held in BC communities each year, known as "regional sessions," are key events in FNEESC's annual calendar. At the regional sessions, FNEESC staff and board members meet with local educators, administrators and all other interested individuals to discuss FNEESC's programs and services, recent accomplishments, and possible activities and strategies for the coming year. Feedback on each topic is recorded and used to inform FNEESC's future activities. Additionally, regional sessions are an opportunity for communities to advise

FNEESC about their local concerns and to discuss vital education issues. In recent years, the BC Aboriginal Education Enhancements Branch of the BC Ministry of Education and Indian and Northern Affairs Canada (INAC) have taken part in the regional sessions with FNEESC.

In 2005, regional sessions were held in Prince Rupert, Kamloops, Lillooet, Port Alberni, Campbell River, Victoria, Cranbrook, Prince George, Williams Lake, Kelowna, and the Lower Mainland.

### Provincial Aboriginal Education Conference

FNEESC and the BC Ministry of Education jointly hosted the 11th Annual Provincial Conference on Aboriginal Education in Vancouver, December 11-13, 2005. The conference was attended by 450 educators and education administrators, creating valuable opportunities for professional development and networking. More than 20 different workshops were offered, and all of the plenary sessions and keynote addresses were webcast to make them accessible to an even wider audience.

The conference explored the theme of *Connecting First Nations - Discovering E-learning Through Connectivity, Content and Capacity*, and the event addressed a variety of other current topics in Aboriginal education. At the conference, Writer/Director Simon James showcased his computer-animated production, *Raven Tales*, and discussed how technology can be applied to the teaching of cultures and languages. Another highlight was the Distributed Learning Panel, where the panelists shared personal experiences relating to the rewards and challenges of e-learning and the use of other distance education tools. Finally, the FirstVoices Panel provided some memorable examples about how its online resources are being used by communities to archive, share and teach First Nations languages.

### Other Information Sharing Activities

FNESC shares information through a series of newsletters, including a FNESC newsletter, an Education Partners Group newsletter, a post-secondary newsletter, and a special education program newsletter – Connections. Additionally, FNESC maintains regular communication with Bands, Tribal Councils, First Nations schools, and other interested organizations and individuals, and the organization distributes information to keep First Nations aware of important education developments. FNESC maintains a website at [www.fnesc.ca](http://www.fnesc.ca).

## PARTNERS IN EDUCATION

FNESC values the relationships it has fostered with other education organizations, and the opportunities for learning and collaboration that those relationships provide. FNESC's major partnerships are described below.

### First Nations Schools Association

2005/2006 marked the 10th year of collaboration between FNESC and the First Nations Schools Association (FNSA), one of FNESC's closest partners. The FNSA is an independent body dedicated to serving the needs of First Nations schools in BC and its board is composed of representatives of First Nations schools. FNESC staff provides administrative support to the FNSA through a fee-for-service agreement, and FNESC and the FNSA work in partnership on many initiatives, such as the delivery of the First Nations Youth Employment Strategy Program, the New Paths for Education Program, and the First Nations SchoolNet Program.



Monty Palmantier, Deborah Jeffrey, Nathan Matthew, Christa Williams, Tyrone McNeil

### Indian Studies Support Program

FNESC also values its longstanding relationship with the Indian Studies Support Program (ISSP). Each year, this body administers funding for accredited and transferable First Nations controlled post-secondary education programs. FNESC works with the ISSP committee members to coordinate the annual proposal process, maintain records, and support other administrative functions of this body.

### Indigenous Adult and Higher Learning Association

FNESC also has a strong partnership with the Indigenous Adult and Higher Learning Association (IAHLA), and it assists IAHLA in its mandate to serve Indigenous controlled post-secondary institutes and adult education programs in BC. IAHLA's activities include research, information dissemination, networking and professional development, and its board is regionally representative.

At the 2005 IAHLA Annual General Meeting, membership approved plans to pilot a new data collection tool to meet the need for increased institutional and province-level post-secondary data. IAHLA carried out surveys of the institutes in the fall of 2005, which collected data on a wide range of topics from student demographic information to institute structures. IAHLA also supported the development of a research paper entitled *Post-Secondary Quality Assurance Practices*, which describes the accreditation processes used in different countries and provides different options that BC's institutes may wish to consider in the future. IAHLA has assisted



with the First Nations Post-Secondary Institutes – Funding and Best Practices research, and IAHLA is developing the new Aboriginal Education Framework for post-secondary education in BC.

IAHLA is a contributing member on the BC Aboriginal Post-Secondary Education and Training Partners Group, and the organization is working with the Ministry of Advanced Education to strengthen community-based post-secondary education delivery options.

### The Federal and Provincial Governments

Through a formal Tripartite Committee, FNEESC has met regularly with representatives of INAC and the BC Ministry of Education (MoE). Those meetings have provided an opportunity for First Nations and government representatives to share information and reach agreement about proposed education system and policy changes that may affect First Nation learners. Tripartite meetings have taken place on a regular basis since 1994.

### Aboriginal Education Partners Group

FNEESC became a founding member of the Aboriginal Education Partners Group in 1998. The Education Partners Group brings together some of the most significant stakeholders in the BC K-12 education system, including FNEESC, the FNSA, INAC, the MoE, the BC Teachers' Federation, the BC College of Teachers, the BC School Trustees Association, the BC Superintendents Association, the BC Confederation of Parent Advisory Councils, the BC Principals' and Vice-Principals' Association, the United Native Nations, and Métis Nation BC. This body has undertaken a number of important collective initiatives in the areas of anti-racism, Aboriginal teacher education and recruitment, and employment equity, as described in more detail elsewhere in this Annual Report.

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

In March of 2005, another major partnership formed to address Aboriginal post-secondary issues. The BC Aboriginal Post-Secondary Education and Training Partners, modeled after the Aboriginal Education Partners Group, signed a Memorandum of Understanding (MoU) expressing their commitment to identifying needs and implementing strategies to improve the success of Aboriginal post-secondary learners in BC. Signatories to the MoU include FNEESC, First Nations Summit, Strategic Action Committee, Métis Provincial Council of BC, United Native Nations Society, INAC, BC Ministry of Advanced Education, University Presidents' Council of BC, University College Presidents, BC College Presidents, and Indigenous Adult and Higher Learning Association. Other contributing members



BC Minister of Education, Shirley Bond, at the 11th Annual Provincial Conference on Aboriginal Education

include the BC Aboriginal Human Resource Development Society, the Aboriginal Education Enhancements Branch of the Ministry of Education, Ministry of Economic Development, and Service Canada. The Post-Secondary Partners have developed key priority areas for joint action and, in 2005/2006, began research to identify data needs and various funding sources available to support students.



## Part Two

Key Accomplishments 2005/06

# Key Accomplishments 2005/06

## JURISDICTION FOR FIRST NATIONS EDUCATION

For decades, First Nations have been working to have their jurisdiction over the education of First Nations learners respected and legally recognized, and FNEESC, with input and support from the FNSA, has been engaged in formal negotiations with the provincial and federal governments since 2000 to achieve the goal of First Nations education jurisdiction.

Consultations have taken place with First Nations communities to help define the nature and scope of jurisdiction and to help the FNEESC negotiating team articulate the vision of First Nations in the tripartite negotiations. First Nations have consistently maintained that jurisdiction is a tool they need to achieve increased education success for First Nations learners, and that jurisdiction is the foundation for providing a high quality, relevant education that reflects the unique cultures of First Nations peoples.

Important progress toward this goal was made with the signing of a Memorandum of Understanding (MoU) with Respect to First Nations Authority and Jurisdiction over Education on July 24, 2003, which outlined the elements of First Nations education jurisdiction. Negotiations to establish a framework for education jurisdiction continued, and, in November 2005, the federal, provincial and FNEESC negotiators initialed the Canada-First Nation Education Jurisdiction Framework Agreement. The Province of BC and FNEESC also initialed the British Columbia-First Nation Education Jurisdiction Agreement.

The initialing of these Agreements sets the stage for First Nations to begin building the capacity to exercise jurisdiction. Interested First Nations can formally “opt in” to the jurisdiction process, as it is a voluntary process.

The proposed Education Jurisdiction framework involves the creation of two new types of legal bodies –the Community Education Authority (CEA), a local First Nations body with authority for local on-reserve, K-12 education, and a First Nations Education Authority (FNEA), a provincial body that will have authority delegated to it by

participating communities to undertake collective responsibilities such as teacher certification, school certification, and the establishment of curriculum standards. The FNEA will be independent of the FNSA and FNEESC and will include members of the First Nations that are participating in the jurisdiction process.

During the early months of 2006, First Nations were still awaiting the federal cabinet approval that would lead to the official signing of the jurisdiction agreements by the three parties. FNEESC held initial meetings with interested First Nations in February, and work is underway to develop plans, communications and consultation materials, templates for Education Laws and Law-Making Protocols, and other jurisdiction resources. Subcommittees of the Interested First Nations have been formed to assist with costing, legislation, teacher standards and certification, school certification, and curriculum.

## INITIATIVES WITH THE ABORIGINAL EDUCATION PARTNERS GROUP

FNEESC is a founding member of the Aboriginal Education Partners Group and it works with the Partners to improve the school success of Aboriginal learners in BC. The Partners Group was established in 1999 and its members are committed to the following goals.

- To improve educational outcomes for Aboriginal learners in BC in both absolute and comparative terms.
- To improve the school success of Aboriginal learners with special needs.
- To increase collaboration among organizations concerned with the education of Aboriginal learners and to develop joint action plans where appropriate.
- To improve the scope, quality and number of education agreements signed by First Nations and School Districts in BC.

- To increase the involvement of First Nations in decision-making in relation to Aboriginal education.
- To increase knowledge, understanding, and respect for First Nations cultures and histories for all learners and educators in British Columbia.
- To increase the number of Aboriginal educators in the provincial education system.

The Education Partners have focused their activities on the three areas of Aboriginal teacher education and recruitment, employment equity, and anti-racism.

In 2005, the Education Partners decided to undertake an external assessment to further the process of growth and development. Following the evaluation they have worked to refine their strategies and develop a charter to help the group progress toward its goals.

### Aboriginal Teacher Education Consortium

The Education Partners are dedicated to increasing the number of fully qualified Aboriginal teachers working in British Columbia, in order to achieve a proportion of Aboriginal teachers in the schools that better reflects the growing proportion of Aboriginal students in BC schools (8.2%). The Partners are working toward this goal through the work of the Aboriginal Teacher Education Consortium (ATEC). ATEC has spearheaded the implementation of teacher education bridging programs through post-secondary institutes, aimed at grade 12 graduates and Aboriginal support workers. ATEC has also worked to raise awareness of the teaching profession, increase access to teacher education programs, promote the Developmental Standard Term Certificate, and carry out research.

### Employment Equity

Another high priority for the Education Partners is to reduce barriers that have resulted in the under-representation of Aboriginal people in the public education system. The Partners established an Employment Equity Working Group founded on the belief that schools and the wider education system should better reflect the Aboriginal communities they serve, and that all students will benefit from an increase in the number of Aboriginal support people and role models.

To address that goal, the Employment Equity Working Group has been working to create an Employment Equity Toolkit, which will provide information related to legal and union issues, information on the BC Human Rights Code, as well as sample job postings, policies, and case studies.

### Anti-Racism

The third focus of the Aboriginal Education Partners Group is the critical challenge of eliminating racism in the education system.

From 2002 - 2006, the Anti-Racism Working Group of the Education Partners led an Anti-Racism Project with funding from Canadian Heritage, the Vancouver Foundation, the Ministry of Community, Aboriginal and Women's Services (now the Ministry of the Attorney General) and the INAC New Paths for Education Program. The program had the following achievements over that time period.

1. Developed the Anti-Racism Toolkit for use in workshop and school settings
2. Provided anti-racism awareness and intervention workshops across BC to a wide variety of audiences, including teachers, trustees, principals, students, and community members
3. Promoted greater awareness of racism issues in education through FNEC newsletters and communications
4. Developed resources on internalized racism
5. Trained 18 youth in anti-racism leadership

In 2005, the Anti-Racism Working Group and FNEC identified a pressing need to increase anti-racism resources and skills at the community level. To meet this need, a 4-day anti-racism leadership training workshop involving 18 individuals was offered in March of 2006. The Anti-Racism Leaders committed to delivering anti-racism presentations or workshops over the next year to share their skills, and they will be resource people that FNEC can involve in future local projects.

## THE NEW PATHS FOR EDUCATION PROGRAM AND PARENTAL AND COMMUNITY ENGAGEMENT STRATEGY

As mandated by the membership at the FNEC and FNSA Annual General Meetings, FNEC once again worked in cooperation with the FNSA to administer the federally funded New Paths for Education Program for the BC Region. New Paths funding is targeted to address the following themes: 1. Capacity Building, 2. Governance and Infrastructure 3. Improving School Effectiveness, and 4. School to Work Transition.

For a second year, funding was also received from INAC for the Parental and Community Engagement Strategy, which is intended to support activities that encourage parental and community involvement in all aspects of education programming. To minimize



the application and reporting tasks for schools and communities, this program's funding was once again amalgamated with the New Paths for Education Program.

### Community and School Grants

The majority of funding provided for the New Paths for Education Program and the Parental and Community Engagement Strategy was distributed directly to First Nations schools and communities for locally based activities.

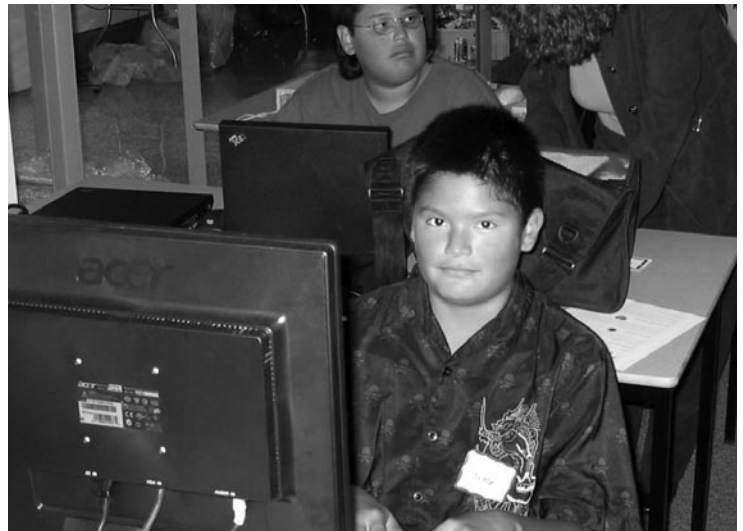
In 2005/2006, \$2,524,740 in New Paths for Education funding and \$225,000 in Parental and Community Engagement Strategy funding was distributed to First Nations schools through a base-plus-per-capita funding formula. In addition, \$2,200,000 in New Paths funding plus \$240,000 in Parental and Community Engagement Strategy funding was provided to First Nations communities using a similar method. 127 First Nations schools and 179 communities accessed the resources available in 2005/2006, and those schools and communities used the grants to support activities such as professional development opportunities, workshops, resource acquisition, the creation of new materials, student support services, governance development, and language and culture programming. A full report describing all of the initiatives will be available through the FNEESC office, and program information is available through the FNEESC website [www.fnesc.ca](http://www.fnesc.ca) under "Program Information."

### 2005/2006 New Paths for Education Program Collective Activities

A variety of collective activities were also offered to support First Nations schools and communities thanks to the New Paths for Education Program. Each year, the level of funding retained for regional level efforts and the specific activities to be undertaken are approved by participants in the FNEESC regional sessions and FNSA Annual General Meeting.

### Support for First Nations School Principals

It is vital to the success of First Nations schools and First Nations learners that principals and administrators in First Nations schools have the tools they need to be successful. For the past several years, FNEESC has addressed those needs by offering workshops and information sharing opportunities for school principals and by creating a resource handbook for school administrators consisting of research findings, policy information, and other resources.



SchoolNet workshop participant

In 2004/2005, that work was expanded with the hiring of a Principal Support Person who provided principals with direct assistance through telephone, e-mail, and school visits. In 2005/2006, this initiative also included the establishment of regional principals' networks and an email listserve that included 110 schools.

In addition, this year schools were invited to participate in four workshops to review competency and conduct standards for teaching professionals developed by the BC College of Teachers, in order to lay the foundation for the creation of BC First Nations schools' own tools for teacher supervision and certification. Funding from the First Nations Inuit Health Branch also sponsored professional development training for teachers in preparation for introducing youth suicide prevention curriculum materials.

### Speaker's Series

For seven years, Gathering Strength/New Paths for Education funding has been used to offer workshops in selected locations of the province on topics such as special education, literacy, board training, behaviour management, conflict resolution, anti-racism awareness, and parental involvement. At the end of 2005, FNEESC, the FNSA and First Nations representatives agreed to try a new approach to the Speakers Series that would make grants available to individual communities to let them independently organize workshops that reflect their local education interests and priorities. As a result, in 2005/2006 thirty-six communities were randomly selected for a \$1500 grant to cover the costs of delivering a one-day workshop, and lists of recommended



presenters were provided. FNEESC plans to award the grants on an annual basis, rotating the allocations so that all communities can access the funding

### Parental and Community Engagement Strategy Collective Initiatives

FNEESC is committed to promoting parental and community involvement in education and it works with its partners, which include the FNSA and First Nations schools, to further this goal through the Parental and Community Engagement program. This program is in its second year and it is administered in conjunction with the New Paths for Education Program. The program aims to:

- support parents and caregivers in their role as their child's first and most influential teacher;
- support community involvement in education;
- facilitate family literacy, native languages and cultures;
- encourage a home environment that supports children to succeed in school;
- establish home and school partnerships; and
- prepare youth for academic and social success in school.

### First Nations Parents Club

Over the past five years, FNEESC and the FNSA have worked together to build the First Nations Parents Club, which is designed to support and recognize the critical importance of parental involvement in school and home learning. The Parents Club is a popular initiative, involving over 2700 parents in 120 local Parents Clubs. The clubs were extremely busy in 2005/2006 and their activities included organizing parenting workshops, leading support groups, facilitating school volunteer activities, and promoting parental involvement in school decision making. FNEESC and the FNSA provide provincial coordination for the Parents Club.

In 2005/2006, each registered club received incentive gifts for parents, information resources, and book bags. The Club issued a specially designed First Nations Parents Club Calendar containing hundreds of parenting tips and family activities, and issued five newsletters with club news and articles on parenting and education issues. Educational games, puzzles, storybooks and magazine subscriptions were also supplied to Parents Clubs this year, and certificates were awarded to parents at the end of the school year to recognize their commitment to the Parents Club.

### Attendance at the BC Confederation of Parent Advisory Councils Conference

2005/2006 was the fourth year that FNEESC and the FNSA arranged to have First Nations parents take part in the BC Confederation of Parent Advisory Council (BCCPAC) Conference. The attendance of First Nations parents at that event was an opportunity for those parents to learn about educational support and provincial issues, and for BCCPAC members to better understand the perspectives of First Nations parents. Eighteen First Nations parents/guardians, representing nine Parents Clubs, were sponsored to attend this year's conference with funding from the Parental and Community Engagement Program. The event was an important opportunity for relationship-building that was very well received by the parents and BCCPAC participants.

### Providing Special Education Information and Support to Parents

For the second year in a row, a portion of the Parental and Community Engagement funding was used to hire a Speech-Language Pathologist (SLP) in order to better meet the substantial needs of First Nations communities and schools. To help increase the effectiveness of speech and language services, the SLP worked with parents to ensure that support in homes complemented the programs offered in schools. The SLP provided parents with information about the importance of early detection of speech/language difficulties, provided insight into the specific educational needs of children, and discussed with parents how to create supportive home environments.

## SPECIAL EDUCATION ACTIVITIES

It was in 2003 that significant special education funding first began flowing to First Nations schools. In 2005/2006, \$6,709,486 of Special Education Program (SEP) funding was provided from INAC to the BC Region for First Nations students living on-reserve, and the majority of that money went toward providing direct services to children with special needs. FNEESC and the FNSA appreciate the ongoing expressions of support from First Nations schools and communities for their joint management of the program

Each year, the positive impacts of SEP programming, funding and support become more evident. Even though the funding and the services available are not yet sufficient, teachers are now able to provide students with special education support that was impossible a few years ago, and awareness about the available resources is growing.

### Grants to First Nations Schools

Of the total SEP funding, \$5,701,741, or 85%, was allocated directly to First Nations schools. In all, 129 of a possible 131 schools accessed their SEP funding allocations in 2005/2006 and all participating schools completed the program reporting requirements.

Schools used the greatest portion of their SEP grants to offer a range of activities and services for individual students and small groups of students with special needs, such as hiring school staff and specialists, offering language development programs, and implementing student behaviour programs and services. Schools also used substantial portions of their SEP allocations to provide student assessments, early intervention programs, school-wide programs, and professional development programs.

While the SEP funding provided over the past three years has been a major improvement over the years prior to that, data submitted by First Nations schools has consistently shown that approximately \$13,000,000 is needed each year in the BC region to adequately meet the needs of students, more than two times what they currently receive. First Nations schools, FNEC and the FNSA are working to raise awareness about this issue and related issues, such as the inadequacy of the Provincial Special Needs categories for First Nations students.

### Provincial Level SEP Activities

In 2005/2006 \$1,007,745, or 15% of the total SEP funding for BC, was used for collective activities such as staffing, travel, professional development for teachers, coordinated student assessments, and administration.

### Professional Development

As in previous years, a portion of the BC Region SEP funding was reserved to fund collective professional development opportunities in order to offer relevant and cost-effective training options for First Nations schools. One of the major programs these funds have supported is the 2-year graduate diploma/credit certificate called “Supporting Diverse Learners” offered through a partnership of FNEC and the FNSA with Simon Fraser University and Thompson River University. In the summer of 2005, 16 individuals graduated from the program with a graduate diploma and an additional 5 graduated with a certificate. Response to that program was overwhelmingly positive. Professional development funds also made it possible to offer another course toward the Language and Learning Certificate, which had 14 graduates, and 50 community-based Assistive Technology Training workshops.

### Coordinated Student Assessments

Due to factors such as expense, geographical remoteness, and high level of need, accessing the services of professionals to conduct special education assessments has been a long-standing challenge for many First Nations schools. To help meet this challenge, FNEC and the FNSA organize provincially coordinated psycho-educational assessments conducted by FNEC/FNSA special education staff.

In 2005/2006, 100 student assessments were completed through this process, and some schools used a portion of their SEP allocations to support another 44 assessments. In total, psycho-educational assessments were completed for 144 students in 42 schools and the average age of the assessed students was about 10-years-old. More and more schools are using the student assessment results to help develop programs for students with special needs, and a growing number of parents want to be involved in reviewing assessment results and in developing individual education plans.

### Special Education Professional Services

To provide much needed in-school support, FNEC and the FNSA employed a Special Education Consultant and a Toll-Free Resource Line Coordinator. Those staff conducted a total of 36 school visits in 2005/2006 to support school staff with the creation of student individual education plans, leading workshops, and conducting assessments. In addition, two Speech and Language Pathologists visited 14 schools, conducting assessments, language/hearing screening, and consultations with parents and teachers.

### Toll-Free Special Education Resource Line and Other Services

The Toll-Free Special Education Resource Line has been in place for five years to connect parents and educators with a special education teacher who can answer questions and share information about special education resources and suggest professional development opportunities. This service also includes an email listserve and a newsletter, Connections, which is distributed on a monthly basis to all First Nations schools and communities in BC. 675 requests for information were received this year from educators, parents and other individuals, which is twice the number received last year.

FNEC and the FNSA also maintain a special education lending library that is available to FNSA member schools. That library offers a variety of resources for classroom use, as well as video series and information on special education topics for staff professional development.

In 2005/2006, the special education program, working with the SchoolNet Program, was able to bulk purchase a variety of assistive technology software for First Nations schools and to deliver training relating to the software.

## FIRST NATIONS SCHOOLNET PROGRAM

For a fourth year, FNEC and the FNSEA jointly administered First Nations SchoolNet, which is a program funded by Industry Canada. From November of 2002, through March 2006, the BC region program will have delivered more than \$6 million of information communications technology (ICT) infrastructure and skills training to support BC First Nations schools. Specifically, \$1.8 million dollars was provided to the BC Region to support the SchoolNet Program in 2005/2006.

One of the highest priorities for SchoolNet has been to extend or improve connectivity to First Nations schools that have not yet been adequately connected to the Internet. To meet this goal, FNEC and the FNSEA have worked to remove barriers to Internet access through the distribution of satellite dishes and Internet service provider subsidies. SchoolNet has also worked to provide an adequate number of computers per First Nations school, hardware and software, help desk services, in-school assistance, teacher technology training, and support for schools engaged in developing Aboriginal web-based content.

In 2005/2006, 133 First Nations schools in BC participated in the SchoolNet program. 129 of the schools are now connected to the Internet, and 364 computers were shipped to schools in the past year. Approximately 92% of schools have more than 1 computer for every 20 students, with a provincial average of 1 computer for every 3.1 students. In addition, 23 First Nations schools have websites, and schools are using on average 68 hours per month of online encyclopedia access (eLibrary Canada and eLibrary Elementary). Through the SchoolNet ICT equipment purchase program, 116 schools accessed ICT hardware and software worth \$614,000 in total.

Below are some of the accomplishments of the SchoolNet Program in 2005/2006.

1. Procuring and installing 95 multimedia computers and 9 video-conferencing labs in First Nations schools
2. Providing a toll-free help desk and technical support service, staffed by Tecnet Canada Inc., and accessible to schools by a toll-free number and online



SchoolNet technology workshop

3. Installing 6 satellite connections for high-speed Internet in First Nations schools, arranging high-speed broadband service for 33 schools, and providing internet service provider subsidies for 30 schools
4. Overseeing the online store for the supply of computer software and hardware to schools in partnership with Metafore IT Solutions and arranging bulk purchasing software and licensing opportunities for schools
5. Delivering the mobile Aboriginal language lab to six First Nations schools in this school year
6. Hosting an e-learning partnership development and planning workshop that included representatives of First Nations schools, the First Nations Technology Council and other organizations
7. Providing e-learning training for teachers through face-to-face training, conference calls, and five webcast seminars. The BC Regional Management Organizations supports more than 600 e-learning seats in BC First Nations schools
8. Developing an e-learning best-practices guide for First Nations schools
9. Sponsoring seven teenage women to participate in a two-week summer course in broadcast technology and new media industries

A recent external evaluation found that First Nations schools and communities were very satisfied with SchoolNet services and that the program was making good progress toward meeting the targets for telecommunications infrastructure, hardware, software, support and training services.

## ABORIGINAL LANGUAGES SUBCOMMITTEE

FNESC is deeply committed to supporting the efforts of First Nations communities and schools to revitalize their Aboriginal languages. The FNESC Aboriginal Languages Subcommittee has taken the lead in this effort and is actively building the relationships, resources, and strategies to move forward with this work in a coordinated way. There are approximately 20 community representatives on the subcommittee, encompassing the diverse language groups of the province.

### Developmental Standard Term Certificate

In 2001, FNESC and the BC College of Teachers (BCCT) developed a framework for certifying teachers to teach First Nations languages and culture within a 90-credit teacher education program. Graduates of these programs are eligible for a Developmental Standard Term Certificate (DSTC), which is valid for up to eight years, with options for upgrading to a non-expiring certificate. The purpose of the DSTC is to provide an avenue for First Nations language teachers to become certified and then ladder into permanent certification through a regular Bachelor of Education program, and help language teachers to enter teaching more quickly.

The following DSTC partnership programs have been developed using the framework:

- Stó:ló Nation and Simon Fraser University;
- Chemainus Nations and Malaspina University College;
- Cape Mudge- Campbell River- Klahoose-Homalco First Nations and the University of Victoria;
- Nisga'a Nation and the University of Northern British Columbia; and
- Siwiixo'osxwim Wilnatahl Gitksan Nation and the University of Northern British Columbia.

Communication between the FNESC Aboriginal Languages Subcommittee, the Aboriginal Teacher Education Consortium, the BCCT, and DSTC providers is ongoing.

### Aboriginal Language Lab

In partnership with the First Nations SchoolNet program, FNESC has provided a traveling Aboriginal Language Laboratory that can be used by First Nations communities for up to a 6-week period. The Lab consists of laptops, digital video cameras, scanners, and other recording equipment, and it enables communities to create digital resources such as audio files, digital photographs and images, and DVDs or VHS recordings. An instructor travels to the participating community for 1 - 2 days to train teachers in the use and care of the equipment.

### BC Strategic Language Revitalization Plan

Since 2004, FNESC and the First Peoples' Heritage Language and Culture Council have been collaborating on the development of a province-wide strategic plan for Aboriginal languages revitalization. This comprehensive plan includes a vision statement, background information, and specific goals and strategies. A draft was presented for consultation at the Aboriginal Languages Conference of 2004 and the plan was then further refined in the 2005/2006 year based on feedback from the 2005/2006 regional sessions.

The draft plan identifies the following goals for Aboriginal languages revitalization:

1. First Nations Elders and other speakers are recognized as a national treasure and their invaluable knowledge and expertise is used effectively and appropriately in language programming
2. First Nations leaders consistently show a commitment to language revitalization as an urgent priority
3. First Nations languages are effectively documented, archived, and accessible so that the precious information is protected for future generations
4. All family members use First Nations languages regularly in homes
5. First Nations people learn their First Nations language in a lifelong range of learning institutions including, among others, early childhood development centres, schools, and post-secondary institutes
6. First Nations languages are widely used and visible in all aspects of community life
7. First Nations work collaboratively at the provincial-level to support First Nations language initiatives

8. Adequate resources are available to support language initiatives. Work continues to develop the draft document and to gather community feedback.

## FIRST NATIONS POST-SECONDARY EDUCATION SUBCOMMITTEE

The profile of First Nations post-secondary issues has grown within FNEESC in recent years, and FNEESC's five-person post-secondary subcommittee is at the forefront of efforts in this area. The First Nations Post-Secondary Education Subcommittee (PSSC) has worked to further discussions about post-secondary education, identify areas that require attention in the long and short-term, and advocate for quality post-secondary education. The collection of accurate post-secondary data is one of the highest priorities of this subcommittee and the PSSC has led two major projects in the past year to achieve this goal. First, as part of the ongoing national Post-Secondary Education (PSE) Review, the subcommittee is working to collect accurate data to demonstrate the large numbers of deferred (wait-listed) and under-funded post-secondary education students in the BC region. In 2006, each Band was asked to submit data to FNEESC for compilation in a provincial summary report to develop an accurate picture for the BC Region. Second, FNEESC has requested that Bands give FNEESC permission to view the post-secondary data they submit to INAC each year. This will aid FNEESC in its post-secondary work and enable the creation of more comprehensive collective data to better inform the national PSE Review process.

In addition, the PSSC led a variety of information sharing activities to communicate with BC First Nations communities and post-secondary education institutes. It works in close coordination with the BC Aboriginal Education Partners Group and other FNEESC post-secondary partners.

## FIRST NATIONS YOUTH EMPLOYMENT STRATEGY

In 2005/2006, FNEESC and the FNSEA continued to administer four youth programs that are funded annually by INAC, as follows.

- The Student Summer Employment Opportunities Program is intended to support opportunities for career-related work experience and training for in-school First Nations students. In 2005/2006, the \$842,670 available for the program was allocated through a base-plus-per-capita formula, and 176 of the 197 eligible First Nations accessed their grants.

- The Science and Technology Program (formerly the Summer Science and Technology Camp Program) promotes science and technology as a career choice by providing First Nations youth with first-hand experience in various science and technology disciplines. In 2005/2006, \$202,666 was provided for that program, which allowed approval of 44 of the 80 proposals for funding.
- \$1,032,003 was also available for the Youth Work Experience Program – a program that sponsors supervised work experience for out-of-school, unemployed, or under-employed youth. With the resources provided, 18 of the 65 applicants could be approved for funding in 2005/2006.
- Finally, the Career Promotion and Awareness Program supports First Nations youth through Cooperative Education Programs for First Nations schools. With the \$425,668 available in 2005/2006, 13 of the 22 submitted proposals were approved for funding.

In the past year, final reports were received for 100% of the programs supported through the Youth Employment Strategies funding.

## OTHER FNEESC RESEARCH AND PROJECTS

A major part of FNEESC's mandate is to conduct research on topics that further collective work on First Nations education, and FNEESC consults with First Nations at the annual Regional Sessions to identify potential research topics. In 2005, FNEESC's research encompassed a range of topics, including post-secondary data collection and the strategic Aboriginal languages plan described above.

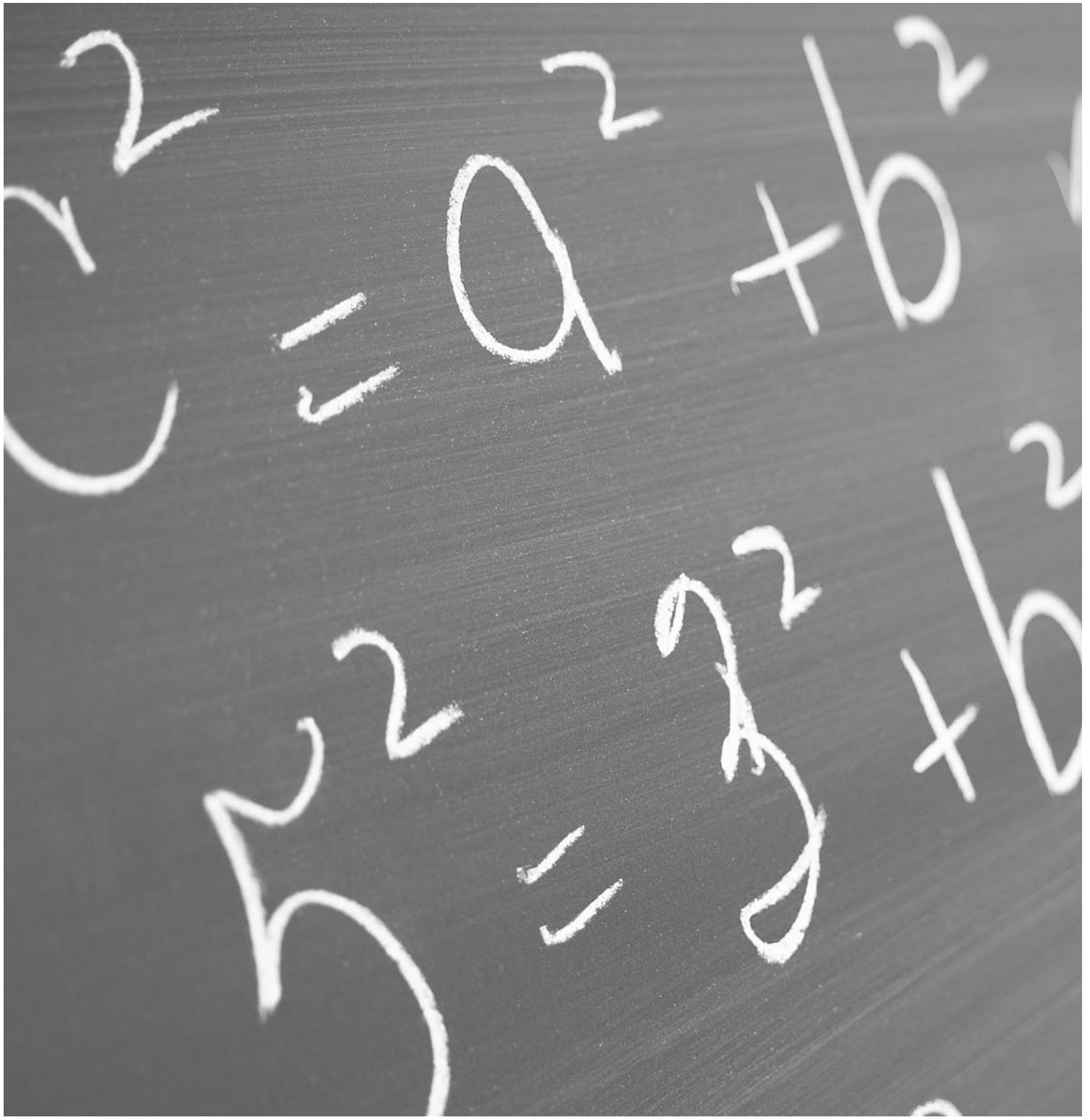
In 2005/2006, FNEESC continued to contribute to the Data Linking Project, which involves a partnership of INAC, the FNSEA, FNEESC, and the BC Ministry of Education. This project aims to address the issue of First Nations students moving from living on-reserve and attending First Nations schools to living off-reserve and attending public schools, or the reverse. When that happens, the students' progress cannot be tracked. Initial work has been done to link INAC and Ministry of Education data for specific student cohorts, and work in this area will continue into 2006.

In a related project, FNEESC has been supporting the FNSEA's efforts to pilot a new data gathering tool for First Nations schools called the BC electronic Student Information System (BCeSIS). Work in this area is being done in consultation with First Nations schools and in coordination with the BC Ministry of Education. The goal of the project is eventually to have all schools in BC, including



First Nations schools, share a common online information database, providing opportunities to more easily track the progress of students who move between the First Nations and public school systems. This project also has the potential to improve the efficiency of data collection practices within First Nations schools and streamline funding management and reporting practices.

Finally, another exciting event of 2005 was the establishment of a new partnership with Health Canada to address the suicide rate of Canadian Aboriginal youth, a rate which is 5 to 6 times higher than that of non-Aboriginal youth. FNSEA and FNEESC published two special editions of the Seventh Generation Club Newsletter and the Parents Club Newsletter focused on this critical topic. In addition, collaboration with Health Canada in the area of suicide prevention curriculum development and training will continue in 2006/2007.



## Part Three

# Audited Financial Statements

# Audited Financial Statements

## **FIRST NATIONS EDUCATION STEERING COMMITTEE SOCIETY**

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## **FIRST NATIONS EDUCATION STEERING COMMITTEE SOCIETY**

### **MANAGEMENT'S RESPONSIBILITY FOR FINANCIAL REPORTING March 31, 2006**

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

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

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

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

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

The financial statements have been audited by Reid Hurst Nagy, CGAs in accordance with Canadian generally accepted auditing standards on behalf of the members. Reid Hurst Nagy, CGAs have full access to the First Nations Education Steering Committee Society.

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Executive Director

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Treasurer, Board Of Directors

## **AUDITORS' REPORT**

**To: THE MEMBERS OF THE  
FIRST NATIONS EDUCATION STEERING COMMITTEE SOCIETY**

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We have audited the statement of financial position of the First Nations Education Steering Committee Society as at March 31, 2006 and the statements of operations and changes in fund balances, cash flows and the notes thereto for the year then ended. These financial statements are the responsibility of the Society's management. 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 plan and perform an audit to obtain reasonable assurance whether the financial statements are free of material misstatement. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements. An audit also includes assessing the accounting principles used and significant estimates made by the management of the Society, as well as evaluating the overall financial statement presentation.

In our opinion, these financial statements present fairly, in all material respects, the financial position of the Society as at March 31, 2006 and the results of its operations and its cash flows for the year then ended in accordance with Canadian generally accepted accounting principles.

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

REID HURST NAGY  
CERTIFIED GENERAL ACCOUNTANTS

MAY 25, 2006  
RICHMOND, B.C.



# FIRST NATIONS EDUCATION STEERING COMMITTEE SOCIETY

## SUMMARY STATEMENT OF OPERATIONS AND CHANGES IN FUND BALANCES For the year ended March 31, 2006

Statement 1

	2006 Budget \$	Actual \$	2005 Actual \$
<b>REVENUE</b>			
DIAND funding	17,368,427	<b>17,368,427</b>	16,560,238
Ministry of Education funding	324,000	<b>324,000</b>	310,154
Canadian Heritage	105,725	<b>145,219</b>	122,225
Administration fees recoveries	1,053,608	<b>1,028,127</b>	847,454
Industry Canada funding	1,801,462	<b>1,801,462</b>	1,864,053
Other funding sources	416,208	<b>620,907</b>	535,491
	21,069,430	<b>21,288,142</b>	20,239,615
<b>EXPENDITURES</b>			
Direct expenditures	16,313,123	<b>15,994,669</b>	16,209,231
Indirect expenditures	5,391,430	<b>3,952,826</b>	3,733,947
Transfers to First Nations Schools Association	215,129	<b>215,129</b>	243,629
	21,919,682	<b>20,162,624</b>	20,186,807
<b>ANNUAL EXCESS (DEFICIENCY) OF REVENUE OVER EXPENDITURES</b>	(850,252)	<b>1,125,518</b>	52,808
<b>FUND BALANCE, BEGINNING OF THE YEAR</b>	2,472,608	<b>2,472,607</b>	3,270,801
<b>RECOVERIES/REIMBURSEMENTS OF SURPLUSES</b>	32,527	<b>32,527</b>	(841,002)
<b>FUNDING NOT RECEIVED FROM VANCOUVER FOUNDATION</b>	-	-	(10,000)
<b>FUND BALANCE, END OF THE YEAR</b>	1,654,883	<b>3,630,652</b>	2,472,607

# FIRST NATIONS EDUCATION STEERING COMMITTEE SOCIETY

## SUMMARY STATEMENT OF OPERATIONS AND CHANGES IN FUND BALANCES - OPERATING FUND

Statement 2

For the year ended March 31, 2006

Schedule #	DIAND Funding \$	MOE Funding \$	Other Revenue \$	Total Revenue \$	Total Expenditures For the Year \$	Excess (Deficiency) For the Year \$	Opening Fund balance (Deficit) \$	Recoveries/ Transfers/ Reimbursements \$	Ending Fund balance (Deficit) \$
Core	677,052	160,000	1,028,127	2,013,641	1,537,567	476,074	478,673	(36,204)	918,543
Youth Employment Strategies	2,663,840	-	-	2,663,840	2,718,892	(55,052)	77,864	56,252	79,064
New Path Schools	2,524,740	-	-	2,524,740	2,493,379	31,361	87,705	(12,475)	106,591
Special Education	6,709,486	-	-	6,709,486	6,737,137	(27,651)	8,497	30,000	10,846
Stay In School	-	-	-	-	-	-	-	-	-
Provincial Education Conference	-	30,000	105,522	135,522	163,685	(28,163)	57,554	-	29,391
Seventh Generation	160,000	-	22,550	182,550	112,341	70,209	17,226	-	87,435
Indian Student Support Program	131,149	-	-	131,149	146,740	(15,591)	34,255	-	18,664
Aboriginal Language	-	-	82,386	82,386	101,750	(19,364)	134,739	-	115,375
Special Projects	-	-	261,272	261,272	-	261,272	1,178,490	-	1,439,762
New Path Research and Support	533,260	-	-	533,260	490,509	42,751	124,568	-	167,319
New Path Community Stream	2,200,300	-	-	2,200,300	2,158,395	41,905	40,728	(43,777)	38,856
School Assessment	330,000	-	-	330,000	130,020	199,980	(87,763)	-	112,217
Integrated Services Forum	-	-	-	-	-	-	18,511	-	18,511
Youth Forum	-	-	-	-	-	-	17,403	-	17,403
Jurisdiction Project	304,000	36,000	-	340,000	302,986	37,014	17,116	-	54,130
Teacher Recruitment	223,900	-	-	223,900	165,215	58,685	(231)	42,370	100,824
Literacy	-	-	-	-	11,200	(11,200)	8,959	5,433	3,192
Intergrating Services	-	-	-	-	-	-	-	-	-
Education Partner Initiative	9,000	8,000	-	17,000	13,805	3,195	10,809	-	14,004
Anti-Racism Initiative	30,000	-	142,059	172,059	136,282	35,777	36,898	(9,843)	62,832
Adult Higher Learning Association	35,000	-	3,675	38,675	61,616	(22,941)	113,882	-	90,941
School Net	-	-	1,801,662	1,801,662	1,873,944	(72,282)	36,078	36,204	-
Learning Resources	-	-	-	-	-	-	-	-	-
Parent Club	689,700	-	-	689,700	648,769	40,931	60,646	(35,433)	66,144
School Measures and Data	147,000	-	-	147,000	68,392	78,608	-	-	78,608
Post Secondary Education	-	90,000	-	90,000	90,000	-	-	-	-
	17,368,427	324,000	3,447,253	21,288,142	20,162,624	1,125,518	2,472,607	32,527	3,630,652

**FIRST NATIONS EDUCATION STEERING COMMITTEE SOCIETY**

**STATEMENT OF CHANGES IN FUND BALANCE - CAPITAL FUND  
For the year ended March 31, 2006**

**Statement 3**

	<b>2006</b>	<b>2005</b>
	<b>\$</b>	<b>\$</b>
Balance, beginning of the year	<b>106,661</b>	108,478
Current additions	<b>22,587</b>	99,404
Current dispositions	-	(36,194)
Current depreciation	<b>(39,012)</b>	(65,027)
Balance, end of the year	<b>90,236</b>	106,661

## FIRST NATIONS EDUCATION STEERING COMMITTEE SOCIETY

### STATEMENT OF FINANCIAL POSITION As At March 31, 2006

Statement 4

	2006	2005
	\$	\$
<b>ASSETS</b>		
CURRENT		
Cash	2,959,411	4,128,001
Accounts receivable	1,023,903	720,312
GST receivable	37,068	36,554
Prepaid expenses	149,959	22,838
	4,170,341	4,907,705
CAPITAL (Notes 2b & 3)	90,236	106,661
	4,260,577	5,014,366
<b>LIABILITIES</b>		
CURRENT		
Accounts payable and accruals	486,502	2,366,936
Due to First Nations Schools Association	53,187	68,162
	539,689	2,435,098
<b>FUND BALANCES</b>		
Invested in Capital assets (Notes 2b & 3)	90,236	106,661
Restricted	2,190,890	1,294,117
Unrestricted	1,439,762	1,178,490
	3,720,888	2,579,268
	4,260,577	5,014,366

Approved On Behalf of the First Nations Education Steering Committee Society

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## FIRST NATIONS EDUCATION STEERING COMMITTEE SOCIETY

### STATEMENT OF CASH FLOWS For the year ended March 31, 2006

Statement 5

	2006 \$	2005 \$
<b>CASH FLOWS FROM OPERATING ACTIVITIES</b>		
Excess of revenue over expenditures	1,125,518	52,809
Equipment and furniture purchases	22,587	99,404
Recoveries/reimbursements of surpluses	32,527	(841,002)
Funding not received from Vancouver Foundation	-	(10,000)
	<b>1,180,632</b>	<b>(698,789)</b>
<b>NET CHANGES IN NON-CASH WORKING CAPITAL</b>		
Accounts receivable	(303,591)	(403,901)
GST receivable	(515)	(28,734)
Prepaid expenses	(127,121)	2,059
Accounts payable	(1,880,433)	(39,210)
Wages and benefits payable	-	(36,184)
Deferred revenue	-	(30,000)
Due to First Nations Schools Association	(14,975)	(19,002)
	<b>(1,146,003)</b>	<b>(1,253,761)</b>
<b>CASH FLOWS FROM FINANCING AND INVESTING ACTIVITIES</b>		
Purchase of capital assets	(22,587)	(99,404)
	<b>(1,168,590)</b>	<b>(1,353,165)</b>
<b>NET DECREASE IN CASH</b>	<b>(1,168,590)</b>	<b>(1,353,165)</b>
<b>CASH - BEGINNING OF THE YEAR</b>	<b>4,128,001</b>	<b>5,481,166</b>
<b>CASH - END OF THE YEAR</b>	<b>2,959,411</b>	<b>4,128,001</b>

## FIRST NATIONS EDUCATION STEERING COMMITTEE SOCIETY

### NOTES TO THE FINANCIAL STATEMENTS

March 31, 2006

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#### NOTE 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.

#### NOTE 2: SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

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

##### a) 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 non-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.

##### b) Capital assets

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

Automobile	10 years
Computer equipment	3 years
Computer software	2 years
Equipment and furniture	5 years
Leasehold improvements	5 years

##### c) Revenue Recognition

Restricted contributions are recognized as revenue of the appropriate fund in the year in which the related expenditures are incurred. 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.

##### d) Budget figures

All budget figures were prepared by management and are unaudited.



## FIRST NATIONS EDUCATION STEERING COMMITTEE SOCIETY

### NOTES TO THE FINANCIAL STATEMENTS

March 31, 2006

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#### NOTE 3: CAPITAL ASSETS

Capital assets consist of the following:

	<u>COST</u>	<u>ACCUMULATED DEPRECIATION</u>	<u>2006 NET</u>	<u>2005 NET</u>
	\$	\$	\$	\$
Automobile	28,664	5,732	<b>22,932</b>	25,798
Computer equipment	105,031	85,743	<b>19,288</b>	13,083
Computer software	6,603	6,603	-	-
Furniture and equipment	175,111	127,095	<b>48,016</b>	64,899
Leasehold improvements	14,403	14,403	-	2,881
	<hr/>	<hr/>	<hr/>	<hr/>
	329,812	239,576	<b>90,236</b>	106,661

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#### NOTE 4: ECONOMIC DEPENDENCE

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

## FIRST NATIONS EDUCATION STEERING COMMITTEE SOCIETY

### SCHEDULE OF PROGRAM OPERATIONS CORE

Schedule 1

For the year ended March 31, 2006

	2006 Budget \$	2006 Actual \$	2005 Actual \$
<b>REVENUE</b>			
DIAND funding	677,052	<b>677,052</b>	518,683
Ministry of Education funding	160,000	<b>160,000</b>	250,000
Assembly of First Nations funding	164,958	<b>148,462</b>	-
Administration fees recoveries	1,053,608	<b>1,028,127</b>	847,454
Miscellaneous income	-	-	1,227
	2,055,618	<b>2,013,641</b>	1,617,364
<b>EXPENDITURES</b>			
Bookkeeping	15,000	<b>20,683</b>	19,049
Board meetings	139,000	<b>154,674</b>	130,697
Communications	14,000	<b>8,309</b>	14,981
Computer support/network service	9,500	<b>3,556</b>	13,647
Equipment and furniture purchases	10,000	<b>12,837</b>	76,439
Insurance	8,400	<b>12,352</b>	13,673
Miscellaneous	3,500	<b>(405)</b>	967
Office rental	102,518	<b>91,781</b>	91,468
Office expense	17,000	<b>14,995</b>	18,847
Photocopying	30,000	<b>4,851</b>	(38,920)
Postage	8,000	<b>6,772</b>	12,289
Professional fees	23,000	<b>24,282</b>	30,097
Salaries and benefits	1,405,000	<b>674,745</b>	712,038
Sub committee meetings	214,958	<b>113,402</b>	31,394
Staff and professional development	7,000	<b>8,148</b>	4,651
Storage	15,000	<b>9,768</b>	5,682
Telephone & fax	26,500	<b>24,462</b>	29,375
Website	10,000	<b>8,783</b>	9,241
	2,058,376	<b>1,193,995</b>	1,175,615
<b>SUBTOTAL FORWARDED</b>			

Continued on next page...

## FIRST NATIONS EDUCATION STEERING COMMITTEE SOCIETY

### SCHEDULE OF PROGRAM OPERATIONS CORE For the year ended March 31, 2006

Schedule 1  
(Continued)

	2006 Budget \$	2006 Actual \$	2005 Actual \$
<b>EXPENDITURES (Continued)</b>			
(Subtotal brought forward)	2,058,376	<b>1,193,995</b>	1,175,615
Other			
Annual report	7,500	<b>6,742</b>	7,226
Network service	-	<b>714</b>	23
Regional workshops	72,000	<b>74,256</b>	57,970
Research	40,000	<b>18,147</b>	(165)
Transportation operations	22,000	<b>13,118</b>	17,807
Transfer to First Nation Schools Association	212,129	<b>212,129</b>	239,129
Youth program travel	23,000	<b>18,466</b>	8,136
	2,435,005	<b>1,537,567</b>	1,505,741
<b>ANNUAL EXCESS (DEFICIENCY) OF REVENUE OVER EXPENDITURES</b>	(379,387)	<b>476,074</b>	111,623
<b>FUND BALANCE, BEGINNING OF THE YEAR</b>	478,673	<b>478,673</b>	367,050
<b>INTERFUND TRANSFERS</b>	-	<b>(36,204)</b>	-
<b>FUND BALANCE, END OF THE YEAR</b>	99,286	<b>918,543</b>	478,673

**FIRST NATIONS EDUCATION STEERING COMMITTEE SOCIETY**

**SCHEDULE OF PROGRAM OPERATIONS  
YOUTH EMPLOYMENT STRATEGIES  
For the year ended March 31, 2006**

Schedule 2

	<b>2006</b>		
	<b>Budget</b>	<b>Actual</b>	<b>2005</b>
	<b>\$</b>	<b>\$</b>	<b>Actual</b>
			<b>\$</b>
<b>REVENUE</b>			
DIAND funding	2,663,840	<b>2,663,840</b>	2,697,280
<b>EXPENDITURES</b>			
Administration	145,888	<b>145,887</b>	117,218
Allocations to communities	2,474,085	<b>2,475,935</b>	2,401,470
Co-op career fairs	6,250	<b>6,250</b>	144,034
Mailing and supplies	11,000	<b>10,105</b>	21,532
Science fairs	81,669	<b>79,679</b>	33,539
Telephone and fax	1,200	<b>1,036</b>	1,798
Travel	-	-	4,405
	2,720,092	<b>2,718,892</b>	2,723,996
<b>ANNUAL EXCESS (DEFICIENCY) OF REVENUE OVER EXPENDITURES</b>	(56,252)	<b>(55,052)</b>	(26,716)
<b>FUND BALANCE, BEGINNING OF THE YEAR</b>	77,864	<b>77,864</b>	104,580
<b>INTERFUND TRANSFER</b>	56,252	<b>56,252</b>	-
<b>FUND BALANCE, END OF THE YEAR</b>	77,864	<b>79,064</b>	77,864

**FIRST NATIONS EDUCATION STEERING COMMITTEE SOCIETY**

**SCHEDULE OF PROGRAM OPERATIONS  
NEW PATH SCHOOLS  
For the year ended March 31, 2006**

**Schedule 3**

	<b>2006</b>		<b>2005</b>
	<b>Budget</b>	<b>Actual</b>	<b>Actual</b>
	<b>\$</b>	<b>\$</b>	<b>\$</b>
<b>REVENUE</b>			
DIAND funding	2,524,740	<b>2,524,740</b>	1,535,565
<b>EXPENDITURES</b>			
Allocations to communities	2,512,266	<b>2,493,379</b>	1,543,839
Postage and photocopying	-	-	123
	2,512,266	<b>2,493,379</b>	1,543,962
<b>ANNUAL EXCESS (DEFICIENCY) OF REVENUE OVER EXPENDITURES</b>	12,474	<b>31,361</b>	(8,397)
<b>FUND BALANCE, BEGINNING OF THE YEAR</b>	87,705	<b>87,705</b>	78,107
<b>RECOVERY OF SURPLUS</b>	-	-	17,066
<b>INTERFUND TRANSFERS</b>	(12,475)	<b>(12,475)</b>	929
<b>FUND BALANCE, END OF THE YEAR</b>	87,704	<b>106,591</b>	87,705



## FIRST NATIONS EDUCATION STEERING COMMITTEE SOCIETY

### SCHEDULE OF PROGRAM OPERATIONS SPECIAL EDUCATION For the year ended March 31, 2006

Schedule 4

	2006 Budget	2006 Actual \$	2005 Actual \$
<b>REVENUE</b>			
DIAND funding	6,709,486	<b>6,709,486</b>	6,554,988
Miscellaneous revenue	-	-	26,032
	<b>6,709,486</b>	<b>6,709,486</b>	6,581,020
<b>EXPENDITURES</b>			
Administration	352,000	<b>352,000</b>	318,130
Allocations to schools	5,701,800	<b>5,701,741</b>	5,514,102
Business cases	-	-	29,857
Community support	22,650	<b>18,699</b>	11,617
Coordinated assessments	141,000	<b>141,000</b>	125,000
Diploma	43,306	<b>43,306</b>	115,556
Equipment and furniture purchases	7,450	<b>7,439</b>	15,825
Meeting travel	73,300	<b>71,580</b>	82,963
Professional development	3,400	<b>3,371</b>	9,301
Program evaluation	-	-	10,250
Research	-	-	20,564
Salaries and benefits	310,475	<b>305,407</b>	315,412
Special needs - sessions/committee meetings	-	-	1,984
Toll free line	92,600	<b>92,594</b>	71,259
	<b>6,747,981</b>	<b>6,737,137</b>	6,641,820
<b>ANNUAL EXCESS (DEFICIENCY) OF REVENUE OVER EXPENDITURES</b>	<b>(38,495)</b>	<b>(27,651)</b>	<b>(60,800)</b>
<b>FUND BALANCE, BEGINNING OF THE YEAR</b>	<b>8,497</b>	<b>8,497</b>	267,728
<b>RECOVERY OF SURPLUS</b>	-	-	(228,431)
<b>INTERFUND TRANSFERS</b>	<b>30,000</b>	<b>30,000</b>	30,000
<b>FUND BALANCE, END OF THE YEAR</b>	<b>2</b>	<b>10,846</b>	8,497

**FIRST NATIONS EDUCATION STEERING COMMITTEE SOCIETY**

**SCHEDULE OF PROGRAM OPERATIONS  
STAY IN SCHOOL  
For the year ended March 31, 2006**

**Schedule 5**

	<b>Budget</b>	<b>2006</b>	<b>Actual</b>	<b>2005</b>
	<b>\$</b>		<b>\$</b>	<b>Actual</b>
				<b>\$</b>
<b>REVENUE</b>				
DIAND funding	-		-	500,000
<b>EXPENDITURES</b>				
Allocations to communities	-		-	491,780
Postage and photocopying	-		-	123
	-		-	491,903
<b>ANNUAL EXCESS (DEFICIENCY) OF REVENUE OVER EXPENDITURES</b>	-		-	8,097
<b>FUND BALANCE, BEGINNING OF THE YEAR</b>	-		-	40,797
<b>RECOVERY OF SURPLUS</b>	-		-	(59,479)
<b>INTERFUND TRANSFERS</b>	-		-	10,585
<b>FUND BALANCE, END OF THE YEAR</b>	-		-	-

## FIRST NATIONS EDUCATION STEERING COMMITTEE SOCIETY

### SCHEDULE OF PROGRAM OPERATIONS PROVINCIAL EDUCATION CONFERENCE For the year ended March 31, 2006

Schedule 6

	2006 Budget \$	Actual \$	2005 \$
<b>REVENUE</b>			
Registration	143,750	99,098	105,563
Miscellaneous revenue	-	1,424	1,035
Ministry of Education funding	30,000	30,000	30,000
Displays and sponsors	-	5,000	7,450
	173,750	135,522	144,048
<b>EXPENDITURES</b>			
Administration	-	325	69
Audio visual equipment	20,000	10,671	4,888
Catering	135,000	101,599	95,083
Committee expenses	5,000	4,523	3,030
Conference summary	4,000	3,129	-
Facilities	13,000	10,331	-
Postage	2,500	2,500	-
Program development/printing	6,500	1,020	5,067
Program presenters	35,000	20,356	27,037
Promotion and advertising	3,000	5,430	2,777
Registration materials	7,000	3,801	5,719
	231,000	163,685	143,670
<b>ANNUAL EXCESS (DEFICIENCY) OF REVENUE OVER EXPENDITURES</b>	(57,250)	(28,163)	378
<b>FUND BALANCE, BEGINNING OF THE YEAR</b>	57,554	57,554	57,176
<b>FUND BALANCE, END OF THE YEAR</b>	304	29,391	57,554

## FIRST NATIONS EDUCATION STEERING COMMITTEE SOCIETY

### SCHEDULE OF PROGRAM OPERATIONS SEVENTH GENERATION For the year ended March 31, 2006

Schedule 7

	2006 Budget \$	2006 Actual \$	2005 Actual \$
<b>REVENUE</b>			
DIAND funding	160,000	<b>160,000</b>	82,688
BC Hydro contribution	20,000	<b>20,000</b>	44,500
Miscellaneous revenue	3,500	<b>2,550</b>	-
	183,500	<b>182,550</b>	127,188
<b>EXPENDITURES</b>			
Administration	2,500	<b>2,500</b>	23,179
Daytimer expense	60,524	<b>60,869</b>	65,502
Historica	30,000	<b>7,500</b>	-
Miscellaneous	-	<b>126</b>	9
Postage	11,047	<b>9,661</b>	3,230
Production	30,500	<b>18,253</b>	21,025
Salaries and benefits	40,000	<b>5,883</b>	-
Science day	-	<b>988</b>	3,539
Scholarship	3,200	<b>3,200</b>	2,500
Sports day	2,454	<b>2,454</b>	2,680
Teacher's manual	-	-	395
Travel	-	<b>907</b>	43
	180,225	<b>112,341</b>	122,102
<b>ANNUAL EXCESS (DEFICIENCY) OF REVENUE OVER EXPENDITURES</b>	3,275	<b>70,209</b>	5,086
<b>FUND BALANCE, BEGINNING OF THE YEAR</b>	17,226	<b>17,226</b>	59,538
<b>RECOVERY OF SURPLUS</b>	-	-	(6,349)
<b>INTERFUND TRANSFERS</b>	-	-	(41,049)
<b>FUND BALANCE, END OF THE YEAR</b>	20,501	<b>87,435</b>	17,226

**FIRST NATIONS EDUCATION STEERING COMMITTEE SOCIETY**

**SCHEDULE OF PROGRAM OPERATIONS  
INDIAN STUDENT SUPPORT PROGRAM  
For the year ended March 31, 2006**

Schedule 8

	<b>2006</b>		
	<b>Budget</b>	<b>Actual</b>	<b>2005</b>
	<b>\$</b>	<b>\$</b>	<b>Actual</b>
			<b>\$</b>
<b>REVENUE</b>			
DIAND funding	131,149	<b>131,149</b>	106,752
<b>EXPENDITURES</b>			
Administration	5,500	<b>5,500</b>	3,500
Bookkeeping	2,500	<b>2,500</b>	2,500
Guideline printing/distribution	3,615	<b>5,314</b>	2,296
Legal	-	-	9,847
Mail, courier and miscellaneous	4,800	<b>2,502</b>	2,380
Meeting expenses	71,600	<b>60,611</b>	59,123
Office rental	2,500	<b>2,500</b>	2,500
Research	21,500	<b>15,000</b>	-
Photocopy/mail/fax/supplies	22,700	<b>24,364</b>	8,887
Personnel and staff incentives	17,500	<b>17,500</b>	16,800
Telephone	4,200	<b>2,734</b>	2,702
Transfer to Seventh Generation Gala	3,000	<b>3,000</b>	4,500
Workshops	5,000	<b>5,215</b>	3,559
	164,415	<b>146,740</b>	118,594
<b>ANNUAL EXCESS (DEFICIENCY) OF REVENUE OVER EXPENDITURES</b>	(33,266)	<b>(15,591)</b>	(11,842)
<b>FUND BALANCE, BEGINNING OF THE YEAR</b>	34,255	<b>34,255</b>	72,467
<b>INTERFUND TRANSFERS</b>	-	-	(26,370)
<b>FUND BALANCE, END OF THE YEAR</b>	989	<b>18,664</b>	34,255



## FIRST NATIONS EDUCATION STEERING COMMITTEE SOCIETY

### SCHEDULE OF PROGRAM OPERATIONS ABORIGINAL LANGUAGE For the year ended March 31, 2006

Schedule 9

	2006 Budget \$	Actual \$	2005 Actual \$
<b>REVENUE</b>			
Mauri trip deposits	84,000	<b>82,386</b>	-
Other revenue	-	-	14,645
Registration	-	-	27,625
	<b>84,000</b>	<b>82,386</b>	42,270
<b>EXPENDITURES</b>			
Audio visual equipment	5,000	-	3,327
Catering	19,000	-	9,203
Conference committee	5,000	-	3,680
Facilities	10,000	-	5,106
Language newsletter	1,000	-	823
Mauri language tour	84,000	<b>94,011</b>	1,250
Miscellaneous	21,300	<b>7,511</b>	15,475
Research	5,000	<b>228</b>	5,000
Registration materials	5,000	-	2,130
Technology	5,000	-	4,500
	<b>160,300</b>	<b>101,750</b>	50,494
<b>ANNUAL EXCESS (DEFICIENCY) OF REVENUE OVER EXPENDITURES</b>	<b>(76,300)</b>	<b>(19,364)</b>	<b>(8,224)</b>
<b>FUND BALANCE, BEGINNING OF THE YEAR</b>	<b>134,739</b>	<b>134,739</b>	<b>142,963</b>
<b>FUND BALANCE, END OF THE YEAR</b>	<b>58,439</b>	<b>115,375</b>	<b>134,739</b>

**FIRST NATIONS EDUCATION STEERING COMMITTEE SOCIETY**

**SCHEDULE OF PROGRAM OPERATIONS  
SPECIAL PROJECTS  
For the year ended March 31, 2006**

Schedule 10

	Budget \$	2006 Actual \$	2005 Actual \$
<b>REVENUE</b>			
Publication revenue	-	3,803	12,551
Interest income	-	255,487	201,209
Other revenue	-	997	30,388
Speaker series revenue	-	(100)	5,470
Special education projects	-	1,085	6,893
	-	261,272	256,511
<b>EXPENDITURES</b>			
Transportation	-	-	28,664
<b>ANNUAL EXCESS (DEFICIENCY) OF REVENUE OVER EXPENDITURES</b>			
	-	261,272	227,847
<b>FUND BALANCE, BEGINNING OF THE YEAR</b>			
	1,178,490	1,178,490	950,643
<b>FUND BALANCE, END OF THE YEAR</b>			
	1,178,490	1,439,762	1,178,490

**FIRST NATIONS EDUCATION STEERING COMMITTEE SOCIETY**

**SCHEDULE OF PROGRAM OPERATIONS  
NEW PATH RESEARCH AND SUPPORT  
For the year ended March 31, 2006**

Schedule 11

	<b>2006</b>		
	<b>Budget</b>	<b>Actual</b>	<b>2005</b>
		<b>\$</b>	<b>Actual</b>
			<b>\$</b>
<b>REVENUE</b>			
DIAND funding	533,260	<b>533,260</b>	316,844
Historica contribution	-	-	11,750
	<b>533,260</b>	<b>533,260</b>	<b>328,594</b>
<b>EXPENDITURES</b>			
Administration	292,260	<b>292,260</b>	245,137
Data link project	42,000	<b>11,750</b>	-
External assessor training/travel	25,000	<b>12,795</b>	-
Historica	-	<b>750</b>	14,200
Photocopying/postage	7,000	<b>4,318</b>	-
Principal resource person	92,000	<b>97,671</b>	61,618
Research	-	-	20,000
Speakers series	55,000	<b>55,370</b>	12,429
Telephone/fax	-	<b>644</b>	-
Workshops	20,000	<b>14,951</b>	14,816
	<b>533,260</b>	<b>490,509</b>	<b>368,200</b>
<b>ANNUAL EXCESS (DEFICIENCY) OF REVENUE OVER EXPENDITURES</b>	-	<b>42,751</b>	(39,606)
<b>FUND BALANCE, BEGINNING OF THE YEAR</b>	124,568	<b>124,568</b>	283,099
<b>RECOVERY OF SURPLUS</b>	-	-	(139,974)
<b>INTERFUND TRANSFERS</b>	-	-	21,049
<b>FUND BALANCE, END OF THE YEAR</b>	124,568	<b>167,319</b>	124,568

**FIRST NATIONS EDUCATION STEERING COMMITTEE SOCIETY**

**SCHEDULE OF PROGRAM OPERATIONS  
NEW PATH COMMUNITY STREAM  
For the year ended March 31, 2006**

Schedule 12

	<b>2006</b>		
	<b>Budget</b>	<b>Actual</b>	<b>2005</b>
	<b>\$</b>	<b>\$</b>	<b>Actual</b>
			<b>\$</b>
<b>REVENUE</b>			
DIAND funding	2,200,300	<b>2,200,300</b>	2,318,799
<b>EXPENDITURES</b>			
Administration	-	-	614
Allocations to communities	2,156,223	<b>2,158,395</b>	2,219,888
Career field trip and fair initiative	-	-	100,000
Mailing and supplies	-	-	789
Photocopying	-	-	5,419
	2,156,223	<b>2,158,395</b>	2,326,710
<b>ANNUAL (EXCESS) DEFICIENCY OF REVENUE OVER EXPENDITURES</b>	44,077	<b>41,905</b>	(7,911)
<b>FUND BALANCE, BEGINNING OF THE YEAR</b>	40,728	<b>40,728</b>	146,080
<b>RECOVERY OF SURPLUS</b>	-	-	(136,030)
<b>INTERFUND TRANSFERS</b>	(43,777)	<b>(43,777)</b>	38,589
<b>FUND BALANCE, END OF THE YEAR</b>	41,028	<b>38,856</b>	40,728

**FIRST NATIONS EDUCATION STEERING COMMITTEE SOCIETY**

**SCHEDULE OF PROGRAM OPERATIONS  
SCHOOL ASSESSMENT  
For the year ended March 31, 2006**

Schedule 13

	<b>Budget</b>	<b>2006 Actual</b>	<b>2005 Actual</b>
	<b>\$</b>	<b>\$</b>	<b>\$</b>
<b>REVENUE</b>			
DIAND funding	330,000	<b>330,000</b>	120,000
<b>EXPENDITURES</b>			
Allocations to communities	127,500	<b>94,375</b>	194,375
External assessor training/travel	80,000	-	-
Mentor travel	25,000	-	-
Research	-	-	36,605
Principal resource person	-	-	5,205
Printing/distributions	2,500	-	-
Telephone/fax	5,000	<b>5,000</b>	-
Workshops	90,000	<b>30,645</b>	-
	330,000	<b>130,020</b>	236,185
<b>ANNUAL EXCESS (DEFICIENCY) OF REVENUE OVER EXPENDITURES</b>	-	<b>199,980</b>	(116,185)
<b>FUND BALANCE, BEGINNING OF THE YEAR</b>	(87,763)	<b>(87,763)</b>	28,422
<b>FUND BALANCE, END OF THE YEAR</b>	(87,763)	<b>112,217</b>	(87,763)



**FIRST NATIONS EDUCATION STEERING COMMITTEE SOCIETY**

**SCHEDULE OF PROGRAM OPERATIONS  
INTEGRATED SERVICES FORUM  
For the year ended March 31, 2006**

Schedule 14

	Budget	2006 Actual \$	2005 Actual \$
<b>REVENUE</b>	-	-	-
<b>EXPENDITURES</b>			
Program presenters	-	-	740
<b>ANNUAL EXCESS (DEFICIENCY) OF REVENUE OVER EXPENDITURES</b>	-	-	(740)
<b>FUND BALANCE, BEGINNING OF THE YEAR</b>	18,511	<b>18,511</b>	19,251
<b>FUND BALANCE, END OF THE YEAR</b>	18,511	<b>18,511</b>	18,511

**FIRST NATIONS EDUCATION STEERING COMMITTEE SOCIETY**

**SCHEDULE OF PROGRAM OPERATIONS  
YOUTH FORUM  
For the year ended March 31, 2006**

Schedule 15

	<b>Budget</b>	<b>2006 Actual \$</b>	<b>2005 Actual \$</b>
<b>REVENUE</b>	-	-	-
<b>EXPENDITURES</b>	-	-	-
<b>ANNUAL EXCESS (DEFICIENCY) OF REVENUE OVER EXPENDITURES</b>	-	-	-
<b>FUND BALANCE, BEGINNING OF THE YEAR</b>	17,403	<b>17,403</b>	17,403
<b>FUND BALANCE, END OF THE YEAR</b>	17,403	<b>17,403</b>	17,403

## FIRST NATIONS EDUCATION STEERING COMMITTEE SOCIETY

### SCHEDULE OF PROGRAM OPERATIONS JURISDICTION PROJECT For the year ended March 31, 2006

Schedule 16

	2006 Budget \$	Actual \$	2005 Actual \$
<b>REVENUE</b>			
DIAND funding	304,000	<b>304,000</b>	123,081
Ministry of Education funding	36,000	<b>36,000</b>	30,154
	<b>340,000</b>	<b>340,000</b>	153,235
<b>EXPENDITURES</b>			
Community development	150,000	<b>145,000</b>	-
Curriculum development	-	<b>869</b>	-
Legal	50,000	<b>49,015</b>	29,536
Negotiator	10,000	<b>6,000</b>	19,922
Project	8,000	<b>9,196</b>	5,704
Researcher	30,000	<b>3,066</b>	39,177
Travel	18,000	<b>18,530</b>	19,276
Technical workshops	74,000	<b>71,310</b>	98,132
	<b>340,000</b>	<b>302,986</b>	211,747
<b>ANNUAL EXCESS (DEFICIENCY) OF REVENUE OVER EXPENDITURES</b>	-	<b>37,014</b>	(58,512)
<b>FUND BALANCE, BEGINNING OF THE YEAR</b>	17,116	<b>17,116</b>	79,840
<b>RECOVERY OF SURPLUS</b>	-	-	(4,212)
<b>FUND BALANCE, END OF THE YEAR</b>	17,116	<b>54,130</b>	17,116

**FIRST NATIONS EDUCATION STEERING COMMITTEE SOCIETY**

**SCHEDULE OF PROGRAM OPERATIONS  
TEACHER RECRUITMENT  
For the year ended March 31, 2006**

Schedule 17

	2006 Budget \$	Actual \$	2005 Actual \$
<b>REVENUE</b>			
DIAND funding	223,900	<b>223,900</b>	458,484
<b>EXPENDITURES</b>			
Administration	42,300	<b>42,300</b>	30,000
Committee meeting	30,000	<b>3,116</b>	3,460
Pilot programs	80,000	<b>92,850</b>	253,000
Printing distributions	-	<b>3,074</b>	-
Productions	15,000	-	-
Professional development	-	<b>(2,177)</b>	126,189
Research	150,000	<b>6,663</b>	-
Salaries and benefits	75,000	<b>7,508</b>	3,465
Travel	4,000	<b>3,598</b>	-
Workshops	26,600	<b>8,283</b>	-
	422,900	<b>165,215</b>	416,114
<b>ANNUAL EXCESS (DEFICIENCY) OF REVENUE OVER EXPENDITURES</b>	(199,000)	<b>58,685</b>	42,370
<b>FUND BALANCE, BEGINNING OF THE YEAR</b>	(231)	<b>(231)</b>	106,167
<b>REIMBURSEMENT (RECOVERY) OF SURPLUS</b>	-	<b>42,370</b>	(148,768)
<b>FUND BALANCE, END OF THE YEAR</b>	(199,231)	<b>100,824</b>	(231)

**FIRST NATIONS EDUCATION STEERING COMMITTEE SOCIETY**

**SCHEDULE OF PROGRAM OPERATIONS  
LITERACY  
For the year ended March 31, 2006**

Schedule 18

	<b>Budget</b> <b>\$</b>	<b>2006</b> <b>Actual</b> <b>\$</b>	<b>2005</b> <b>Actual</b> <b>\$</b>
<b>REVENUE</b>	-	-	-
<b>EXPENDITURES</b>			
Bulk book	14,393	<b>11,200</b>	341
<b>ANNUAL EXCESS (DEFICIENCY) OF REVENUE OVER EXPENDITURES</b>	(14,393)	<b>(11,200)</b>	(341)
<b>FUND BALANCE, BEGINNING OF THE YEAR</b>	8,959	<b>8,959</b>	472
<b>INTERFUND TRANSFERS</b>	5,433	<b>5,433</b>	8,828
<b>FUND BALANCE, END OF THE YEAR</b>	(1)	<b>3,192</b>	8,959

**FIRST NATIONS EDUCATION STEERING COMMITTEE SOCIETY**

**SCHEDULE OF PROGRAM OPERATIONS  
INTEGRATING SERVICES  
For the year ended March 31, 2006**

**Schedule 19**

	<b>Budget</b>	<b>2006</b>	<b>Actual</b>	<b>2005</b>
	<b>\$</b>		<b>\$</b>	<b>Actual</b>
				<b>\$</b>
<b>REVENUE</b>				
DIAND funding	-		-	500,000
<b>EXPENDITURES</b>				
Allocation to communities	-		-	491,666
Photocopying	-		-	123
	-		-	491,789
<b>ANNUAL EXCESS (DEFICIENCY) OF REVENUE OVER EXPENDITURES</b>	-		-	8,211
<b>FUND BALANCE, BEGINNING OF THE YEAR</b>	-		-	23,661
<b>RECOVERY OF SURPLUS</b>	-		-	(43,931)
<b>INTERFUND TRANSFERS</b>	-		-	12,059
<b>FUND BALANCE, END OF THE YEAR</b>	-		-	-

**FIRST NATIONS EDUCATION STEERING COMMITTEE SOCIETY**

**SCHEDULE OF PROGRAM OPERATIONS  
EDUCATION PARTNER INITIATIVE  
For the year ended March 31, 2006**

Schedule 20

	2006 Budget \$	Actual \$	2005 Actual \$
<b>REVENUE</b>			
DIAND funding	9,000	<b>9,000</b>	-
Ministry of Education	8,000	<b>8,000</b>	-
	17,000	<b>17,000</b>	-
<b>EXPENDITURES</b>			
Employment equity contract	-	-	8,641
Evaluation	15,000	13,805	-
	15,000	<b>13,805</b>	8,641
<b>ANNUAL EXCESS (DEFICIENCY) OF REVENUE OVER EXPENDITURES</b>	2,000	<b>3,195</b>	(8,641)
<b>FUND BALANCE, BEGINNING OF THE YEAR</b>	10,809	<b>10,809</b>	42,350
<b>RECOVERY OF SURPLUS</b>	-	-	(22,900)
<b>FUND BALANCE, END OF THE YEAR</b>	12,809	<b>14,004</b>	10,809



## FIRST NATIONS EDUCATION STEERING COMMITTEE SOCIETY

### SCHEDULE OF PROGRAM OPERATIONS ANTI-RACISM INITIATIVE For the year ended March 31, 2006

Schedule 21

	2006 Budget \$	2006 Actual \$	2005 Actual \$
<b>REVENUE</b>			
DIAND funding	30,000	<b>30,000</b>	15,000
Canadian Heritage funding	105,725	<b>145,219</b>	122,225
Community Aboriginal Women's Services	-	<b>(3,160)</b>	25,800
	135,725	<b>172,059</b>	163,025
<b>EXPENDITURES</b>			
Anti-racism initiative products	35,000	<b>36,841</b>	10,461
Anti-racism speaker series	-	-	34,364
Honoraria	20,000	<b>8,650</b>	-
Facilities	3,500	<b>21,602</b>	7,171
Materials and supplies	16,900	<b>5,796</b>	1,341
Salaries and benefits	49,294	<b>27,232</b>	79,602
Travel	47,930	<b>36,161</b>	42,586
	172,624	<b>136,282</b>	175,525
<b>ANNUAL EXCESS (DEFICIENCY) OF REVENUE OVER EXPENDITURES</b>	(36,899)	<b>35,777</b>	(12,500)
<b>FUND BALANCE, BEGINNING OF THE YEAR</b>	36,898	<b>36,898</b>	59,398
<b>FUNDING NOT RECEIVED FROM VANCOUVER FOUNDATION</b>	-	-	(10,000)
<b>RECOVERY OF SURPLUS</b>	-	<b>(9,843)</b>	-
<b>FUND BALANCE, END OF THE YEAR</b>	(1)	<b>62,832</b>	36,898

**FIRST NATIONS EDUCATION STEERING COMMITTEE SOCIETY**

**SCHEDULE OF PROGRAM OPERATIONS  
ADULT HIGHER LEARNING ASSOCIATION  
For the year ended March 31, 2006**

Schedule 22

	2006 Budget \$	Actual \$	2005 Actual \$
<b>REVENUE</b>			
DIAND funding	35,000	<b>35,000</b>	35,000
Membership fees	-	<b>3,675</b>	6,700
	35,000	<b>38,675</b>	41,700
<b>EXPENDITURES</b>			
Accreditation development	8,000	<b>6,442</b>	-
Adult education organization	-	<b>18</b>	25
Annual general meeting	25,000	<b>13,948</b>	24,534
Committee meeting	48,000	<b>30,369</b>	19,176
Data collection	10,000	<b>8,339</b>	-
Membership dues	1,000	<b>1,000</b>	-
Strategic planning session	10,000	<b>1,500</b>	-
	102,000	<b>61,616</b>	43,735
<b>ANNUAL (DEFICIENCY) EXCESS OF REVENUE OVER EXPENDITURES</b>	(67,000)	<b>(22,941)</b>	(2,035)
<b>FUND BALANCE, BEGINNING OF THE YEAR</b>	113,882	<b>113,882</b>	102,046
<b>RECOVERY OF SURPLUS</b>	-	-	(12,499)
<b>INTERFUND TRANSFERS</b>	-	-	26,370
<b>FUND BALANCE, END OF THE YEAR</b>	46,882	<b>90,941</b>	113,882

## FIRST NATIONS EDUCATION STEERING COMMITTEE SOCIETY

### SCHEDULE OF PROGRAM OPERATIONS SCHOOL NET

Schedule 23

For the year ended March 31, 2006

	2006 Budget \$	Actual \$	2005 Actual \$
<b>REVENUE</b>			
Industry Canada funding	1,801,462	<b>1,801,462</b>	1,864,053
Other income	-	<b>200</b>	480
	1,801,462	<b>1,801,662</b>	1,864,533
<b>EXPENDITURES</b>			
Administration and promotion	5,000	<b>755</b>	5,259
Connectivity services	310,000	<b>169,764</b>	167,598
IT hardware and software	619,000	<b>850,886</b>	849,406
Other overhead	88,062	<b>60,480</b>	25,317
Professional services	160,000	<b>141,489</b>	54,688
Project management and delivery	119,400	<b>124,170</b>	137,870
Satellite systems	40,000	<b>81,325</b>	42,759
Technical services	110,000	<b>161,270</b>	122,716
Travel	35,000	<b>14,769</b>	57,263
Training and helpdesk	315,000	<b>269,036</b>	372,378
	1,801,462	<b>1,873,944</b>	1,835,254
<b>ANNUAL EXCESS (DEFICIENCY) OF REVENUE OVER EXPENDITURES</b>	-	<b>(72,282)</b>	29,279
<b>FUND BALANCE, BEGINNING OF THE YEAR</b>	36,078	<b>36,078</b>	6,799
<b>INTERFUND TRANSFERS</b>	-	<b>36,204</b>	-
<b>FUND BALANCE, END OF THE YEAR</b>	36,078	-	36,078

**FIRST NATIONS EDUCATION STEERING COMMITTEE SOCIETY**

**SCHEDULE OF PROGRAM OPERATIONS  
LEARNING RESOURCES  
For the year ended March 31, 2006**

Schedule 24

	Budget \$	2006 Actual \$	2005 Actual \$
<b>REVENUE</b>	-	-	-
<b>EXPENDITURES</b>			
Magazine subscriptions	-	-	(8,853)
<b>ANNUAL EXCESS (DEFICIENCY) OF REVENUE OVER EXPENDITURES</b>	-	-	(8,853)
<b>FUND BALANCE, BEGINNING OF THE YEAR</b>	-	-	25
<b>INTERFUND TRANSFERS</b>	-	-	8,828
<b>FUND BALANCE, END OF THE YEAR</b>	-	-	-

**FIRST NATIONS EDUCATION STEERING COMMITTEE SOCIETY**

**SCHEDULE OF PROGRAM OPERATIONS  
PARENT CLUB  
For the year ended March 31, 2006**

Schedule 25

	2006 Budget \$	2006 Actual \$	2005 Actual \$
<b>REVENUE</b>			
DIAND funding	689,700	<b>689,700</b>	677,100
Other income	-	-	573
Registration fees	-	-	5,024
Vendor fees	-	-	550
	689,700	<b>689,700</b>	683,247
<b>EXPENDITURES</b>			
Administration	68,970	<b>68,970</b>	62,000
Allocation to communities	240,000	<b>151,900</b>	231,338
Allocation to schools	225,000	<b>286,226</b>	222,783
Calendars/products	56,000	<b>55,462</b>	59,739
Grants	24,000	<b>23,700</b>	562
Newsletters	-	<b>5,805</b>	6,994
Parents conference	5,000	<b>967</b>	75,854
Postage and courier	-	<b>5,730</b>	4,042
Publications	-	-	29,776
Workshops	30,000	<b>50,009</b>	16,645
	648,970	<b>648,769</b>	709,733
<b>ANNUAL EXCESS (DEFICIENCY) OF REVENUE OVER EXPENDITURES</b>	40,730	<b>40,931</b>	(26,486)
<b>FUND BALANCE, BEGINNING OF THE YEAR</b>	60,646	<b>60,646</b>	214,790
<b>RECOVERY OF SURPLUS</b>	-	-	(55,497)
<b>INTERFUND TRANSFERS</b>	(30,000)	<b>(35,433)</b>	(72,161)
<b>FUND BALANCE, END OF THE YEAR</b>	71,376	<b>66,144</b>	60,646

**FIRST NATIONS EDUCATION STEERING COMMITTEE SOCIETY**

**SCHEDULE OF PROGRAM OPERATIONS  
SCHOOL MEASURES AND DATA  
For the year ended March 31, 2006**

Schedule 26

	2006 Budget \$	Actual \$	2005 Actual \$
<b>REVENUE</b>			
DIAND funding	147,000	147,000	-
<b>EXPENDITURES</b>			
BCeSIS communications	10,000	9	-
BCeSIS consultancy	50,000	5,585	-
BCeSIS development	25,000	-	-
Data collections focus groups	30,000	4,840	-
Data entry and analysis	32,000	8,161	-
Salaries and benefits	-	49,797	-
	147,000	68,392	-
<b>ANNUAL EXCESS (DEFICIENCY) OF REVENUE OVER EXPENDITURES</b>	-	78,608	-
<b>FUND BALANCE, BEGINNING OF THE YEAR</b>	-	-	-
<b>FUND BALANCE, END OF THE YEAR</b>	-	78,608	-

**FIRST NATIONS EDUCATION STEERING COMMITTEE SOCIETY**

**SCHEDULE OF PROGRAM OPERATIONS  
POST SECONDARY EDUCATION PROGRAM  
For the year ended March 31, 2006**

Schedule 27

	Budget \$	2006 Actual \$	2005 Actual \$
<b>REVENUE</b>			
Ministry of Education	90,000	<b>90,000</b>	-
<b>EXPENDITURES</b>			
Salaries and benefits	74,000	<b>76,159</b>	-
Travel	16,000	<b>13,841</b>	-
	90,000	<b>90,000</b>	-
<b>ANNUAL EXCESS (DEFICIENCY) OF REVENUE OVER EXPENDITURES</b>	-	-	-
<b>FUND BALANCE, BEGINNING OF THE YEAR</b>	-	-	-
<b>FUND BALANCE, END OF THE YEAR</b>	-	-	-







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