

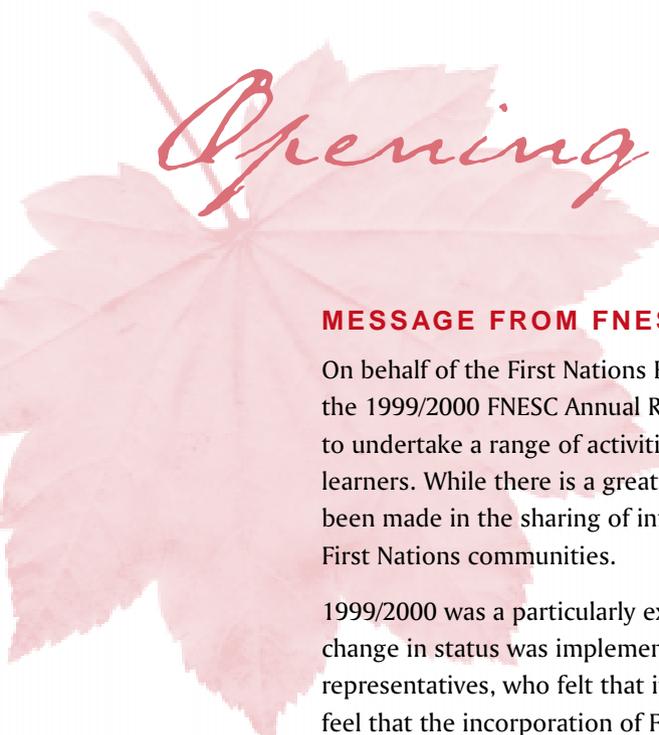


*Annual Report*  
1999/2000



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# Opening Notes

## MESSAGE FROM FNE SC PRESIDENT

On behalf of the First Nations Education Steering Committee (FNE SC), I am pleased to introduce the 1999/2000 FNE SC Annual Report. Throughout the past year, FNE SC has continued to endeavour to undertake a range of activities to support the provision of quality education to First Nations learners. While there is a great deal of work still ahead of us, we feel that significant progress has been made in the sharing of information and investigation of education issues of importance to First Nations communities.

1999/2000 was a particularly exciting year for FNE SC, as we became a non-profit society. This change in status was implemented in response to recommendations from many First Nations representatives, who felt that it was important for FNE SC to make its structure more formal. We feel that the incorporation of FNE SC represents an important step forward in the organization's growth, emphasizing its independence and the important work it has accomplished.

I am very proud of the efforts that have been made by FNE SC since its establishment, and I believe that the activities undertaken throughout 1999/2000 continued to be very effective. FNE SC has developed increasingly strong partnerships with a variety of organizations that can help to support First Nations learners. We have also undertaken numerous research projects, communication efforts, and networking activities to promote First Nations education issues.

I would like to take this opportunity to thank the people who have shown such commitment to FNE SC, including members of the FNE SC Board, the Strategic Action Committee, the Sub-Committee members, and the many people who have attended our sponsored events to contribute their thoughtful comments and enthusiasm for First Nations education. The dedication shown by those people has always been the foundation for all of the organization's accomplishments. I am confident that by maintaining our efforts to work together we will continue to achieve meaningful change in the years to come.

**Deborah Jeffrey**  
FNE SC President

## MESSAGE FROM FNEC EXECUTIVE DIRECTOR

1999/2000 represented another exciting year of challenge and growth for the First Nations Education Steering Committee (FNEC) and, once again, the past year provided many wonderful opportunities for the FNEC staff to work with people who have tremendous knowledge about and passion for First Nations education.

I would like to acknowledge the contributions made by all of the people who have contributed to the efforts undertaken throughout the past year. The organization benefited greatly from the leadership shown by members of the Board and the Strategic Action Committee. In addition, the dedication shown by the many people who have participated in the FNEC Sub-Committees, regional sessions, conferences, workshops, and research projects has inspired us to continue our work towards quality education for all First Nations learners.

Throughout 2000/2001, we have endeavoured to continue providing meaningful research, communications, and information sharing opportunities to assist First Nations in their efforts to support First Nations learners. We are also committed to developing and expanding our partnerships with other organizations and government agencies that can contribute to that goal. I am very optimistic that our efforts to work together will result in much stronger initiatives and greater success for First Nations learners in the future.

I hope that this Annual Report serves as a useful overview of our activities and some of the successful initiatives that have been implemented to date. As we enter into the year ahead, the FNEC staff is once again looking forward to continuing to work with everyone interested in First Nations education. We welcome all of your comments about our ongoing activities, including any suggestions for ways that we can provide even more support for First Nations communities, schools, and learners.

**Christa Williams**  
FNEC Executive Director

# About Fnesec

## INTRODUCTION

The First Nations Education Steering Committee (FNESEC) works as a collective organization to facilitate support for First Nations in their efforts to ensure quality education opportunities for their learners.

The primary concern of the Education Steering Committee is to promote First Nations education through technical activities, such as communication, research, and data collection and dissemination. FNESEC works to communicate with both the federal and provincial governments to ensure that First Nations concerns are being addressed, and to provide relevant and up-to-date information to First Nations about federal and provincial government policies and programs. FNESEC strives to undertake research to support effective First Nations education, and to facilitate communication amongst First Nations. FNESEC also remains committed to maintaining ongoing dialogue with all groups which have influence over or which work in the area of First Nations education.

## FNESEC BECOMES A SOCIETY IN 1999

Throughout the past several years, there has been considerable discussion regarding the organization of FNESEC. Increasingly, First Nations representatives have been suggesting that the Education Steering Committee would be strengthened by a more formal structure, which would more firmly establish its ability to function as a fully independent organization. In response, in 1999 FNESEC applied for and received status as a non-profit society.

A celebration of the change in FNESEC status took place in January, 2000 at the University of British Columbia First Nations House of Learning. That evening provided a wonderful opportunity for people to come together and acknowledge the work that has been accomplished by First Nations people throughout BC to assist First Nations learners in achieving success.

Membership in FNESEC remains based on representation of a First Nation. Many other individuals also participate with FNESEC through a number of sub-committees, including those focusing on Aboriginal Languages, Post-Secondary Education, Adult Secondary Education, and Special Education. A list of the 1999/2000 FNESEC members and sub-committee members is available in Appendices One and Two.



# Information Sharing

## Regional Sessions

Each year, FNEsc holds a series of regional sessions in First Nations communities, during which the activities and work undertaken throughout the past year are presented for discussion and feedback. In this way, FNEsc gathers direct input and suggestions from representatives of First Nations communities. The regional sessions also allow FNEsc to gather insight into the issues and concerns of First Nations throughout the province, to ensure that, as much as possible, the work undertaken by the Steering Committee reflects the needs of First Nations across BC. In 1999, regional sessions were held in Cheam, Cowichan, Gitsegukla, Gwa'Sala-Nakwaxda'xw, Kamloops, Lytton, Tseshaht, Prince George, Prince Rupert, St. Mary's, Westbank, and Williams Lake.

## Annual Provincial Aboriginal Education Conference

FNEsc also organizes an annual provincial Aboriginal Education Conference. In 1998, FNEsc and the BC Ministry of Education (MoE) co-hosted that event for the first time. The 1998 Conference was said to be an excellent opportunity to share information, experiences, and inspiration, with over 600 people from throughout the province in attendance.



Given the success of the 1998 Conference, FNEsc and the MoE again co-hosted a similar event in 1999. The *Fifth Annual Aboriginal Education Conference* was held from November 6-8, 1999, in Whistler BC. The theme of that Conference was *Celebrating Oral Traditions*. Over 600 people attended the event, which included a keynote address by Evan Adams, a luncheon presentation by representatives of the Nunavut Department of Education, a panel presentation on oral traditions that included Chief Ron Ignace, Dr. Joanne Archibald, and Dr. Bert McKay, as well as a series of workshops on a variety of issues related to Aboriginal language programs and teaching. The response to the Conference was very positive, and FNEsc looks forward to organizing another provincial Conference in the upcoming year, the theme of which will be Literacy.

## Promoting FNEsc Through the Web

1999 also saw the establishment of a FNEsc web site, which is intended to make FNEsc materials and relevant information even more accessible. The web site can be found at [www.fnesc.bc.ca](http://www.fnesc.bc.ca), and it includes highlights of activities, newsletters, publications, and links to other sites that may contain useful information.

# Partnerships

## ESTABLISHING STRONGER PARTNERSHIPS FOR FIRST NATIONS EDUCATION

### First Nations Schools Association (FNSA)

FNESC continues to work very closely with the First Nations Schools Association (FNSA), to cooperatively support the work of First Nations schools throughout BC. The FNSA is an independent, non-profit organization. Many of the activities described in this Annual Report were undertaken by both FNESC and the FNSA in partnership, reflecting the commitment of both organizations to the development of stronger initiatives through collaboration and a sharing of resources and ideas. FNESC is very proud of its efforts to assist the FNSA and First Nations schools in their important work.

### The Indian Studies Support Program (ISSP)

For the third year, in 1999/2000 FNESC continued to offer technical support to the Indian Studies Support Program (ISSP) Committee through a fee-for-service arrangement. The ISSP Committee makes recommendations to DIA regarding funding for post-secondary programs for First Nations students. FNESC hopes that assisting the ISSP Committee will help to strengthen the support available for First Nations Post-Secondary Institutes and community-based post-secondary education programs in BC.

### Working With Other Education Partners

An exciting development in 1999 was the signing of a *Memorandum of Understanding on Aboriginal Education*. That Memorandum states the intention of FNESC, the First Nations Schools Association, the Ministry of Education, the BC College of Teachers, the BC Principals' and Vice Principals' Association, the BC School Trustees' Association, and the BC Teachers' Federation to "work together within our respective organizations to improve school success for Aboriginal learners in British Columbia." Since the signing of that *Memorandum of Understanding* in February, 1999, regular meetings of all signatories have taken place, and the partners have continued to report on their efforts to work together to support Aboriginal learners.

FNESC has also been working closely with the First Nations Education Council of Quebec, particularly in terms of sharing information and providing mutual support in the area of special education. That close working relationship was formalized with the signing of a *Declaration of Alliance* early in 2000.

**Participating in the Ongoing Tripartite Process**

In addition to the education partner meetings, FNEC also meets quarterly with the Department of Indian Affairs and the BC Ministry of Education in a tripartite process. Those meetings are intended to promote a sharing of information and to build cooperative efforts to address education issues of importance to First Nations across the province. One tangible result has been the establishment of a mediation process to assist First Nations and School Districts in negotiating meaningful Local Education Agreements. That process is being facilitated by the Justice Institute.

**Working More Actively with the BC Ministry of Education**

Throughout 1999/2000, FNEC expanded its efforts to have input into some of the important decisions being made in terms of the public education system. A representative of FNEC joined a joint committee established by the Ministry of Education (MoE) and the Ministry of Advanced Education, Training, and Technology (MoAETT) to design a common credential for adults working toward graduation through either the School District or post-secondary education system. A FNEC representative also joined the MoE committee that reviewed and developed a new school accreditation policy. The new accreditation process is viewed by FNEC as quite positive, as it includes a strong consideration of First Nations concerns regarding education.

In addition, FNEC continues to work with the MoE to explore ways to improve the collection of information related to First Nations students in the public education system. There has been a significant increase in data availability throughout the past few years, and the statistics gathered clearly reveal an unacceptably low level of First Nations student success. FNEC hopes that the availability of such data will raise important questions and promote better dialogue about ways to increase the success of First Nations learners in the public school system.

FNEC shares information about all of the activities with which it is involved at both the annual regional sessions and the provincial education conference.



# Summary of Work

## **GATHERING STRENGTH INITIATIVES**

In both 1998/1999 and 1999/2000, among the most significant areas of activity for FNEESC was its Gathering Strength Initiative, which was implemented jointly with the FNSA.

The Department of Indian Affairs (DIA), as one component of its response to the *Report of the Royal Commission on Aboriginal Peoples*, made a commitment to provide funding for First Nations education through a program it titles *Gathering Strength*. In 1998/1999, the Department provided \$10 million nationally for this initiative. Of that funding, BC accessed \$1.4 million. FNEESC and the FNSA submitted a successful proposal for a portion of the BC allocation, and received funding to undertake work in four areas: capacity building, stay-in-school, special education, and education and treaties.

For 1999/2000, \$24 million was available nationally for the Gathering Strength program. Of that funding, \$3.645 million was allocated to BC, of which FNEESC and the FNSA successfully applied for \$2 million to continue and expand upon their activities of the previous year. The remaining \$1.645 million was distributed by the DIA through a proposal process to First Nations communities. The activities undertaken by FNEESC are described below.

### **First Nations Schools Implement Local Initiatives**

In both 1998/1999 and 1999/2000, the majority of the funding accessed through Gathering Strength was used to support the implementation of locally designed projects in First Nations schools. Funding was available to all First Nations schools in BC for activities to enhance school capacity, to encourage students to stay-in-school, and to support students with special needs. The range and success of the projects undertaken by the schools was tremendous, and will undoubtedly result in ongoing benefits to the students and school staff. A final report summarizing the tremendous work undertaken in First Nations schools is available through FNEESC.

### **Providing Information Through a Speakers Series**

In 1999/2000, FNEESC and the FNSA organized the first annual Speakers Series. That initiative involved a series of seventeen workshops held in a variety of communities throughout the province, facilitated by individuals with expertise in special education, programs to support children, and school board effectiveness. Teachers, parents, school board members, and anyone else interested in the information being presented were all welcome to attend. The response to this new initiative was extremely positive, and the people who attended the workshops found them to be very informative and useful. FNEESC and the FNSA plan to continue the Speakers Series in upcoming years, holding workshops in different locations, and adding new topics as requested.

**Research Related to Education and Treaties**

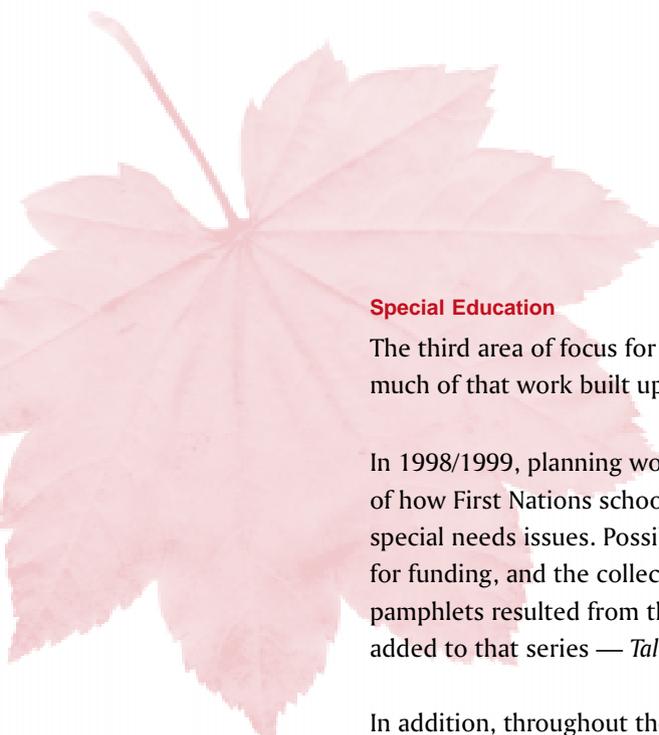
For several years, FNEsc has undertaken work that relates to the negotiation of education as a component of treaties. This work began with the publication of a report focusing on legal mechanisms for assuming jurisdiction for education, which was followed by a paper outlining options for the inclusion of education issues in treaties. In 1999, FNEsc furthered that work by examining an issue that is of importance to all communities – possibilities for integrating services to most effectively meet the needs of First Nations children. The results of that work were published in *Integration of Services: From Concept to Reality*.

**Capacity Building**

In 1998/1999, FNEsc and the FNSA undertook three main activities in the area of capacity building: research; support for local initiatives; and an information sharing conference. Research was conducted into issues associated with school governance, alternative school calendars, and parental involvement in schools and education programs. That work was furthered in 1999/2000 with the production of a *Parent Handbook* for First Nations schools, and an update to the *Employment Handbook for First Nations Schools*, which was originally published in 1996.

In addition, in 1998/1999 Chief Nathan Matthew facilitated a research project aimed at developing a framework for the assessment of First Nations schools. The work completed by Chief Matthew was collected into *Meeting Our Expectations: Considering a Framework for the Assessment of First Nations Schools*, a report that was shared with all First Nations schools in BC. In 1999/2000, the framework outlined was tested through pilot projects by five First Nations schools, in an effort to review the information outlined in *Meeting Our Expectations* and highlight any suggested improvements or changes. The pilot projects demonstrated that *Meeting Our Expectations* contains a reasonable approach for First Nations schools, and also resulted in recommendations for additional tools to assist First Nations schools in undertaking assessment processes. Those tools have now been developed, and will be used in an extensive school assessment initiative in the upcoming school year.





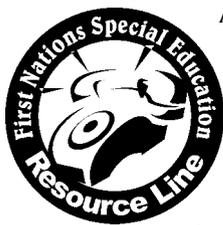
### Special Education

The third area of focus for the Gathering Strength initiative was special education, with much of that work built upon initiatives begun in previous years.

In 1998/1999, planning workshops took place throughout BC, which involved discussions of how First Nations schools and communities might work cooperatively to address special needs issues. Possible joint initiatives outlined at the workshops included lobbying for funding, and the collective preparation of relevant materials. A series of information pamphlets resulted from those discussions, and in 1999/2000, a fourth pamphlet was added to that series — *Talking With Parents About Special Education*.

In addition, throughout the past two years, a major research project was sponsored by FNEsc and the FNSA to determine the level of special needs in First Nations schools in BC. That research involved the assessment of a sample of students attending the schools, as well as the development of learning plans for those students. The results of the special needs study were incorporated into a revised version of the *None Left Behind* proposal for special needs funding. That proposal represents a long-term initiative of FNEsc and the FNSA, in partnership with the BC Aboriginal Network on Disabilities Society, the Chiefs' Health Committee, and DIA BC Region, to access funding to allow First Nations schools to provide much needed services to their students with special needs.

In 1999/2000, FNEsc also actively participated in national efforts to address special education issues through the Chiefs' Committee on Education and the National Indian Education Council. First Nations representatives at that level have been working to develop a national special needs policy, with associated funding for First Nations schools. The result of that work will be a submission to Treasury Board in the fall of 2000, to request the funding that First Nations schools so desperately require for special education.



Another new initiative implemented by FNEsc and the FNSA in the past year was a toll-free special education support line for First Nations schools. Working in partnership with the University of British Columbia, graduate students were hired to respond to telephone inquiries and requests for information from people working in First Nations schools. The toll-free line will continue into the 2000/2001 school year, and it will now be staffed full-time by a special education teacher with many years experience working in schools throughout BC.

## SUPPORTING ABORIGINAL LANGUAGES

In 1998/1999, the FNEC Aboriginal Languages Sub-Committee published the *Aboriginal Language Program Planning Handbook*, which contained information and suggestions for the development of programs to support the revitalization and maintenance of Aboriginal languages. Following a positive response to that handbook, the Sub-Committee sponsored the development of an accompanying workbook, which was distributed to all First Nations communities in the fall of 1999.

In addition, for several years the Languages Sub-Committee has pursued the issue of Aboriginal Language Teacher Training Programs. In 1999, the FNEC Aboriginal Languages Sub-Committee and the BC College of Teachers (BCCT) finally reached agreement regarding a teacher training program framework that would lead to a Development Standard Term Certificate in First Nations Language and Culture. That framework provides for flexible arrangements designed in partnership by First Nations communities and post-secondary institutes that deliver teacher education programs. The framework is intended to facilitate programs that will meet the varying needs of communities. Information about the Developmental Standard Term Certificate was distributed to all First Nations in BC. A workshop was also held in early 2000 to share more detailed information about the process for establishing a program.

## OTHER RESEARCH ACTIVITIES

### Local Education Agreements

In 1989, the *BC School Act* was amended to provide for the negotiation of education agreements between First Nations and School Districts. Those agreements are an instrument to allow for cooperative efforts to address the needs of First Nations students, and they establish the arrangements for a transfer of funding between First Nations and School Districts. In 1999, the Ministry of Education recently reported that the numbers of Local Education Agreements (LEAs) signed in 1993/1994 and 1998/1999 decreased from 48 to 30, respectively. Information presented to FNEC also suggests that the relationships between many First Nations and School Districts were deteriorating.

In 1997, FNEC attempted to support the development of LEAs by publishing a handbook outlining best practices in education agreements. Given the difficulties experienced in many areas in BC, in 1999/2000 FNEC published a revised version of that handbook. The revised handbook highlights the basic components of LEAs, as well as innovative clauses included in some of the progressive agreements reached in BC.



### Post-Secondary Education

For several years, the FNEC Post-Secondary Education Sub-Committee has been involved in discussions regarding a national review of post-secondary education. In 1999/2000, funding was available to each region to support its submission to that national study. Given the time and funding available, FNEC chose to undertake a review of the ISSP Program, to determine the effectiveness of the program funding.

### Adult Secondary Education

The FNEC Adult Secondary Education Sub-Committee has been involved in a dialogue with DIA for several years regarding First Nations adult education programs in the province. The FNEC representatives have consistently maintained that DIA should establish an adult secondary education funding policy that better reflects the needs of First Nations adult learners. To support those policy discussions, in 1999/2000 FNEC undertook research to explore the characteristics of learners enrolled in First Nations adult secondary education programs, and the success of the programs.

## YOUTH PROGRAM ADMINISTRATION

In 1999/2000, FNEC and the FNSA continued to take responsibility for the administration of four programs for First Nations youth. Those programs include the Summer Student Career Placement Program, the Summer Science and Technology Camp Initiative, the Cooperative Education Program, and the Youth Work Experience Program. Each year, FNEC and the FNSA strive to respond to concerns raised about the administration of those programs, as the overwhelming number of proposals received in comparison to the funding available for distribution continues to create challenges. The success of the programs, however, is always evident, and final reports submitted to the FNEC and the FNSA office are shared amongst all communities and with DIA in an effort to demonstrate the value of the youth programs.



# Appendix 1

## FNESC EXECUTIVE

Deborah Jeffrey, President .....	Tsimshian Tribal Council
Jim Angus, Vice President .....	Kispiox
Derek Payne, Treasurer .....	Sto:lo Nation
Barbara Barltrop, Secretary .....	Nanoose

## FNESC MEMBERS

Charlene Alfred .....	Namgis First Nation
Mavis Carpenter .....	Heiltsuk Nation
Terrie Davidson .....	Boothroyd Band
Theresa Dennis .....	Okanagan Nation
Cecilia Harris .....	Penelakut Indian Band
Marion Hunt .....	Kwakwiltl Indian Band
Richard Jackson .....	Tahltan Nation
Deborah Jacobs .....	Squamish Nation
Fran Hunt-Jinnouchi .....	Saanich Indian School Board
Donna Jules .....	Adams Lake Band
Brenda Leighton .....	Metlakatla Band
Denice Louie .....	Ktunaxa Tribal Council
Greg Louie .....	Nuu-chah-nulth Tribal Council
Debbie Paige .....	Chemainus First Nation
Jacob McKay .....	Nisga'a Nation
Heather Mackenzie .....	Soda Creek First Nation
Nancy Nyce .....	Haisla Nation
Monty Palmatier .....	Lake Babine First Nation
Patience Pederson .....	Wet'suwet'en
Bill Poser .....	Carrier Sekani
Chris Rochon .....	Nuxalk Nation
Gail Russ .....	Skidegate
Sandra Victor .....	Cheam Indian Band
Barbara White .....	Nanaimo First Nations

## STRATEGIC ACTION COMMITTEE

Chief Nathan Matthew .....	North Thompson Indian Band
Chief Margery McRae .....	Gitskan Government Commission
Chief Ron Ignace .....	Skeetchestn Indian Band

# Appendix 2

## FNESC SUB-COMMITTEE MEMBERS

### ADULT SECONDARY EDUCATION

Kathleen Clayton .....	Wilp Wilxo'oskwhl Nisga'a Society
Fran Hunt-Jinnouchi .....	Saanich Indian School Board
Bill Mussell .....	Salishan Institute Society
Patrick Palmer .....	Aatse Davie School
Pauline Waterfall .....	Waglisla Integrated Studies Centre

### ABORIGINAL LANGUAGES SUB-COMMITTEE

Barbara Barltrop .....	Nanoose First Nation
Theresa Dennis .....	Okanagan Nation
Beverly Frank .....	St'at'imc
Ethel Gardiner .....	Sto:lo Nation
Joan Gentles .....	Tsilhqot'in
Sadie Harris .....	Gitskan Nation
Deborah Jacobs .....	Squamish Nation
Mona Jules .....	Secwepemc
Debbie Leighton-Stephens (Chair) .....	Tsimshian Tribal Council
Marilyn Napoleon (alternate) .....	St'at'imc
Nancy Nyce .....	Haisla Nation
Lena Ross .....	Nuu-chah-nulth Tribal Council
Irene Seguin .....	Nisga'a
Lisa Wells .....	Kwakiutl

### POST-SECONDARY EDUCATION

Terry Deneault .....	Skeetchestn Indian Band
Deanna Nyce .....	Wilp Wilxo'oskhl Nisga'a
Jack Smith .....	Chemainus Native College
Cathy Speth .....	Spuzzum First Nation
Barbara White (Chair) .....	Snu Ney Muxw Education Council

### SPECIAL NEEDS EDUCATION SUB-COMMITTEE

Chief Nathan Matthew .....	Chiefs Action Committee
Barbara White .....	Nanaimo First Nation
Conrad Vanderkamp .....	Saanich Indian School Board

# Appendix 3

## FNESC PUBLICATIONS

Frank, S. 1996. *Information Handbook for First Nations Schools*

Glendale, L. 1996. *Strategic Planning for Education in First Nations Communities*

Greenwood, M. 1997. *First Nations Adult Secondary Education Policies and Programs*

Ignace, M. 1998. *Aboriginal Language Teacher Education in BC: Education and Certification Needs*

Ignace, M. 1998. *Handbook for Aboriginal Language Program Planning in BC*

Jack, R. 1997. *Standards for First Nations Schools Project*

Kavanagh, B. 2000. *Employment Handbook for First Nations Schools (Revised Edition)*

Kavanagh, B. 1999. *First Nations Schools: Reflecting Communities Through ... Governance Structures, Parental Involvement Programs, and School Calendars*

Kavanagh, B. 1998. *Talking About Special Education: Volume One, Two, Three, and Four*

Kavanagh, B. 1998. *Reaching for Success. Considering the Achievements and Effectiveness of First Nations Schools. A Discussion Paper*

Kavanagh, B. 1997. *Best Practices Project - Volume I*

Kavanagh, B. 1997. *Career Planning: Choosing Courses to Keep Your Options Open*

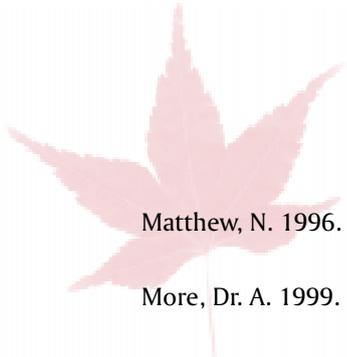
Kavanagh, B. 1997. *Education Agreements — Best Practices Handbook*

Kavanagh, B. 1997. *Understanding the BC Treaty Process*

Matthew, M. 2000. *The Cost of Quality First Nations Education*

Matthew, M. 1999. *Education Agreements Handbook*

Matthew, N. and B. Kavanagh 1999. *Meeting Our Expectations: Considering a Framework for the Assessment of First Nations Schools. A Discussion Paper*



Matthew, N. 1996. *First Nations Education Finances. A Review*

More, Dr. A. 1999. *Screening Students for Special Needs Assessment in First Nations Schools*

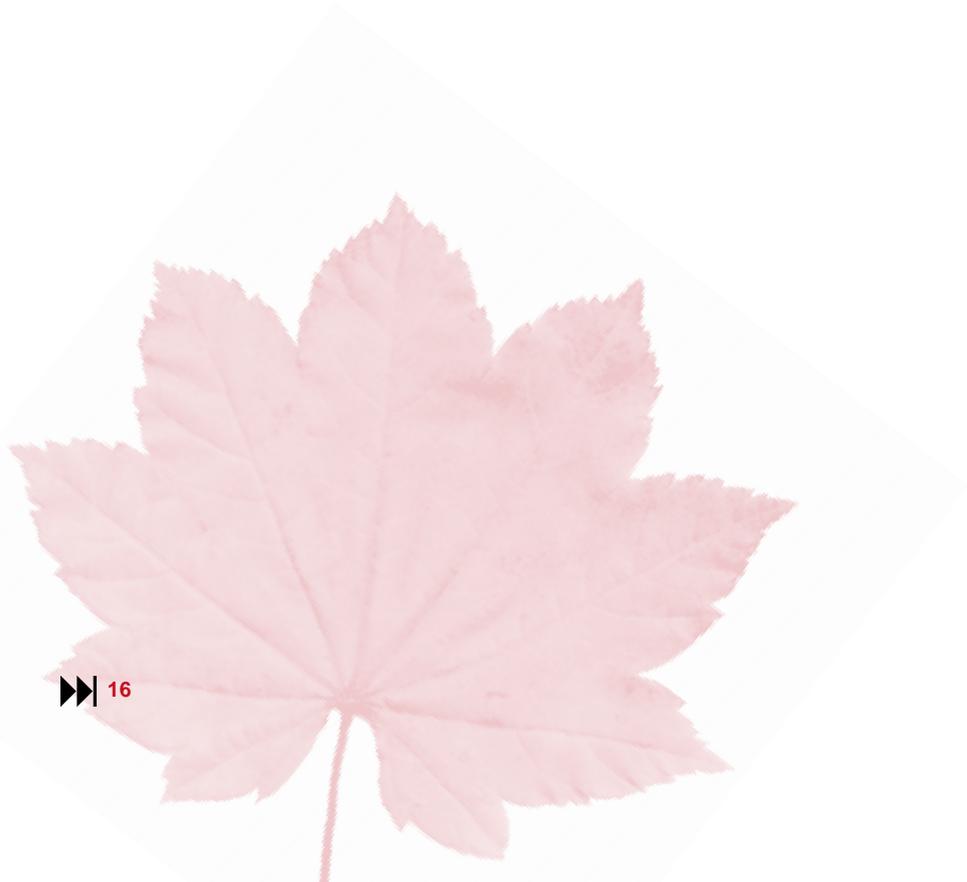
More, Dr. A. 2000. *Planning Interventions for First Nations Students With Special Needs A Teacher Resource*

More, Dr. A. 1999. *Final Report of the Special Needs Assessment Project Phase II*

Morgan, N. and D. McGettigan 1999. *Integration of Services: From Concept to Reality*

Morgan, N. 1998. *Legal Mechanisms for the Assumption of Jurisdiction and Control Over Education By First Nations (Revised Version)*

Williams, C. 1997. *Building Strong Communities Through Education and Treaties Discussion Paper*



# Financial Summary

## MANAGEMENT'S RESPONSIBILITY FOR FINANCIAL REPORTING FOR THE YEAR ENDED MARCH 31, 2000

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 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 Society. The Board also considers the engagement of the external auditors.

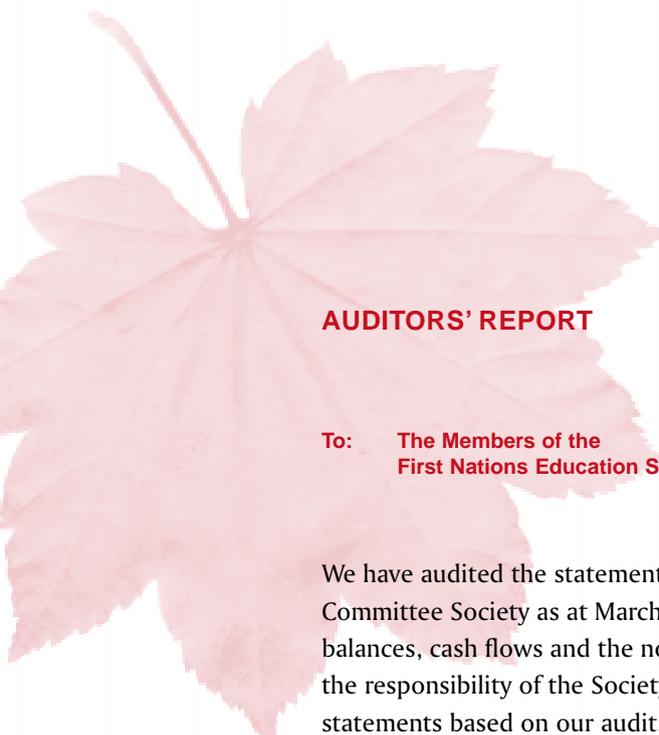
The financial statements have been audited by Reid Hurst Nagy in accordance with generally accepted auditing standards on behalf of the members. Reid Hurst Nagy have full access to the First Nations Education Steering Committee Society.



Chair, Board Of Directors



Treasurer, Board Of Directors



## AUDITORS' REPORT

To: **The Members of the  
First Nations Education Steering Committee Society**

We have audited the statement of financial position of the First Nations Education Steering Committee Society as at March 31, 2000 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. Our responsibility is to express an opinion on these financial statements based on our audit.

We conducted our audit in accordance with 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, 2000 and the results of its operations for the year then ended in accordance with generally accepted accounting principles.

*Reid Hurst Nagy*

Reid Hurst Nagy  
Certified General Accountants

May 4, 2000  
Richmond, BC

**Summary Statement of Revenue and Expenditures  
For the year ended March 31, 2000**

**Statement 1**

	<b>Budget \$</b>	<b>Actual \$</b>
<b>REVENUE</b>		
First Nations Summit equity transfer	1,180,053	1,180,053
DIAND funding	4,960,903	5,114,403
Ministry of Education funding	265,000	280,000
Assembly of First Nations funding	23,000	23,000
Health Canada funding	65,000	65,000
BC Hydro contribution	35,000	35,000
First Nation Chief Health Committee contribution	26,700	26,700
Administration fees recoveries	259,785	259,785
Displays and sponsors	5,000	5,400
Interest income	—	79,893
Miscellaneous revenue	—	16,738
Publication revenue	—	4,633
Registration	60,000	86,148
First Nations Schools Association contribution	15,000	15,000
	<b>6,895,441</b>	<b>7,191,753</b>
<b>EXPENDITURES</b>		
Allocations to communities	3,716,515	3,859,313
Annual report	5,000	4,853
Communications	70,000	11,176
Conference expenses	180,400	133,192
Contracted services	235,000	86,337
Education Treaty expenses	50,000	27,700
Equipment and furniture purchases	60,000	65,410
Insurance	—	355
Management and administration	262,865	281,669
Meeting expenses	202,923	158,297
Negotiations	5,000	—
Office and miscellaneous	42,600	35,881
Postage/ mailing/ photocopying/ printing	17,700	26,508
Production and products	177,750	141,753
Professional fees	39,385	23,367
Projects	145,259	110,242
Rent	28,115	25,473
Research	288,000	226,962
Salaries and benefits	256,531	278,609
Science day/ sports day	34,000	—
Society reception	25,000	13,952
Telephone & fax	13,500	22,406
Website	30,000	15,976
Workshops	196,000	108,769
	<b>6,081,543</b>	<b>5,658,200</b>
<b>ANNUAL EXCESS (SHORTFALL) OF REVENUE OVER EXPENDITURES</b>	<b>813,898</b>	<b>1,533,553</b>

**Summary Statement of Operations and Changes in Fund Balances  
- Operating Fund  
For the year ended March 31, 2000**

**Statement 2**

Sched. #	Equity Transfer \$	DIAND Funding \$	MOE Funding \$	Other Revenue \$	Total Revenue \$	Total Expenditures \$	Excess (Shortfall) \$	Transfers \$	Ending Equity (Deficit) \$
	(Note 4)						(Note 5)		
Core	1	973,074	281,700	210,000	288,934	1,753,708	729,611	(341,562)	682,535
Summer Science Camp	2	—	245,333	—	—	245,333	230,705	—	14,628
Summer Student Career	3	—	1,020,147	—	—	1,020,147	902,446	—	117,701
Co-op Education	4	—	498,115	—	—	498,115	702,820	204,705	—
Youth Work Experience	5	—	828,720	—	—	828,720	885,577	(56,857)	—
Capacity Building	6	60,000	310,000	—	1,050	371,050	327,890	43,160	43,160
Special Education	7	—	1,526,734	—	2,720	1,529,454	1,160,298	369,156	369,156
Stay In School	8	—	245,000	—	3,975	248,975	227,231	21,744	21,744
Provincial Education Conf.	9	—	2,000	70,000	94,224	166,224	139,449	26,775	26,775
Seventh Generation	10	—	89,000	—	141,868	230,868	163,575	67,293	67,293
Indian Student Support Prog.	11	11,997	67,654	—	79,651	79,651	56,305	23,346	23,346
Aboriginal Language	12	134,982	—	—	134,982	132,293	2,689	60,000	62,689
Special projects	13	—	—	—	84,526	84,526	84,526	—	84,526
		<b>1,180,053</b>	<b>5,114,403</b>	<b>280,000</b>	<b>617,297</b>	<b>7,191,753</b>	<b>5,658,200</b>	<b>1,533,553</b>	<b>1,533,553</b>

**Statement of Changes in Fund Balances - Capital Fund  
 For the year ended March 31, 2000**

**Statement 3**

Balance, beginning of the year	—
Current additions	\$68,489
Current amortization	(15,530)
<b>Balance, end of the year</b>	<b>52,959</b>

**Statement of Financial Position  
 at March 31, 2000**

**Statement 4**

**ASSETS**

**CURRENT**

Cash	\$2,073,431
Accounts receivable	254,200
Prepaid expenses	24,650
	<b>2,352,281</b>

**CAPITAL (Notes 2b & 3)**

52,959

**2,405,240**

**LIABILITIES**

**CURRENT**

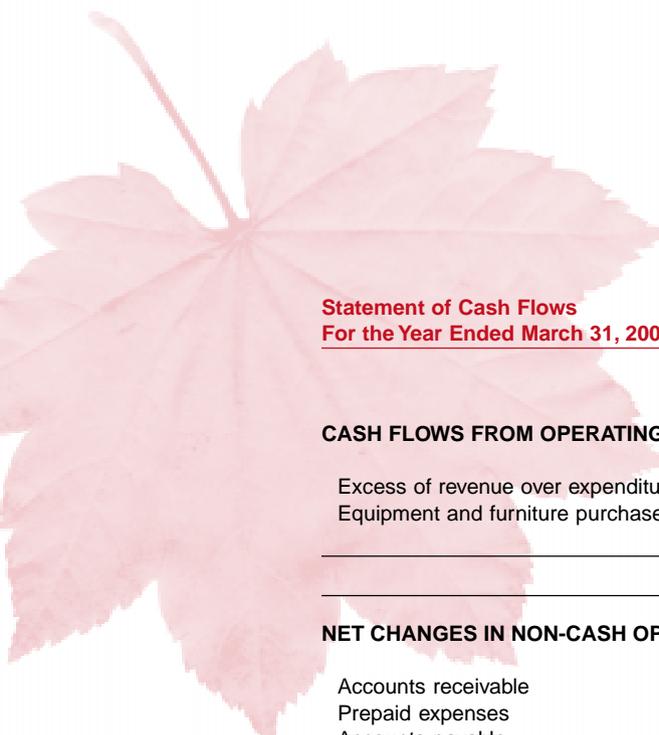
Accounts payable and accruals	689,001
Wages and benefits payable	5,234
Due to First Nations Schools Association	124,493

**818,728**

**NET ASSETS**

Capital Fund (Notes 2b & 3)	52,959
Operating Fund	
- restricted	1,449,027
- unrestricted	84,526
	<b>1,586,512</b>

**2,405,240**



**Statement of Cash Flows  
For the Year Ended March 31, 2000**

**Statement 5**

**CASH FLOWS FROM OPERATING ACTIVITIES**

Excess of revenue over expenditures	\$1,533,553
Equipment and furniture purchases	68,489
	<b>1,602,042</b>

**NET CHANGES IN NON-CASH OPERATING NET ASSETS**

Accounts receivable	(254,200)
Prepaid expenses	(24,650)
Accounts payable	689,001
Wages and benefits payable	5,234
	<b>2,017,427</b>

**CASH FLOWS FROM FINANCING AND INVESTING ACTIVITIES**

Purchase of capital assets	(68,489)
Due to First Nations Schools Association	124,493
	<b>56,004</b>

NET INCREASE IN CASH 2,073,431

CASH - BEGINNING OF THE YEAR —

**CASH - END OF THE YEAR 2,073,431**



**Notes to the Financial Statements  
For The Year Ended March 31, 2000**

**NOTE 1: SOCIETY, AIMS AND OBJECTIVES**

The First Nations Education Steering Committee Society was incorporated on April 20, 1999 under the Society Act. The purpose of the First Nations Education Steering Committee Society is to facilitate discussions about education matters affecting First Nations in British Columbia by disseminating information and soliciting input from First Nations. The First Nations Education Steering Committee 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 First Nations Education Steering Committee 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 included the assets, liabilities and equity of all funds presented in the financial statements.

b) Capital assets

Capital assets, when acquired, are recorded as an expenditure in the related fund and are also reported on the balance sheet as capital assets and equity in the capital assets at cost. Amortization is charged to equity in capital assets at cost. Amortization is charged to equity in capital assets on a straight-line basis over the expected useful life of the assets at the following annual rates:

Computer equipment	3 years
Equipment and furniture	5 years

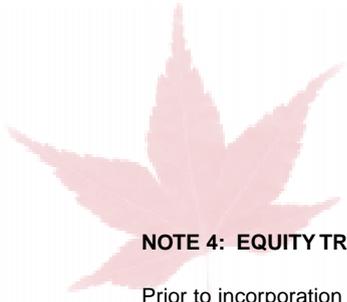
c) Budget figures

All budget figures were prepared by management and are unaudited.

**NOTE 3: CAPITAL ASSETS**

'Capital assets' is comprised of the following:

	COST	ACCUMULATED AMORTIZATION	2000 NET
Computer equipment	13,741	4,580	9,161
Furniture and equipment	54,749	10,950	43,799
	<b>68,490</b>	<b>15,530</b>	<b>52,960</b>



**NOTE 4: EQUITY TRANSFER FROM FIRST NATIONS SUMMIT SOCIETY**

Prior to incorporation of the First Nations Education Steering Committee Society, funding from government agencies was administered by the First Nations Summit Society. The First Nations Education Steering Committee Society has since separated from the First Nations Summit Society, and all equity has been transferred over to current administration of the Society.

**NOTE 5: COMMITMENTS**

Certain funds out of the "Ending equity" of the current year are committed to the following projects in the next fiscal year:

Integration of Services Forum	\$194,100
Contribution to Seventh Generation Club	45,000
Communications	71,950
Youth Forum	204,500
Aboriginal Language Teacher Training Program	60,000
	<hr/>
	<b>575,550</b>

**NOTE 6: UNCERTAINTY DUE TO THE YEAR 2000 ISSUE**

The year 2000 issue arises because many computerized systems use two digits rather than four to identify a year. Date sensitive systems may recognize the year 2000 as 1900 or some other date, resulting in errors when information using year 2000 dates is processed. In addition, similar problems may arise in some systems, which use certain dates in 1999 to represent something other than a date. The effects of the Year 2000 issue may be experienced on or before January 1, 2000, and if not addressed, the impact on operations and financial reporting may range from minor errors to significant systems failures, which could affect an entity's ability to conduct normal business operations. It is not possible to be certain that all aspects of the Year 2000 Issue affecting the entity, including those related to the efforts of customers, suppliers, or other third parties, will be fully resolved.



**Schedule of Program Operations  
Core  
For the year ended March 31, 2000**

**Schedule 1**

	Budget	Actual
<b>REVENUE</b>		
First Nations Summit equity transfer	973,074	973,074
DIAND funding	281,700	281,700
Ministry of Education funding	160,000	170,000
Ministry of Education funding - Education Treaty	40,000	40,000
Assembly of First Nations funding	23,000	23,000
Administration fees recoveries	259,785	259,785
Miscellaneous income	—	6,149
	<b>1,737,559</b>	<b>1,753,708</b>
<b>EXPENDITURES</b>		
Administration		
Accounting	28,385	16,135
Audit fees	8,000	5,854
Board meetings	70,800	72,226
Communications	10,000	5,609
Computer support	4,000	2,729
Equipment and furniture purchases	60,000	65,410
Insurance	—	355
Janitorial	4,000	806
Legal fees	3,000	1,379
Miscellaneous	4,000	7,731
Office rental	28,115	25,473
Office supplies	20,500	17,304
Office support/receptionist	8,000	6,299
Photocopying	6,000	11,266
Postage	2,500	2,152
Salaries and benefits	256,531	278,609
Sub committee meetings	86,500	54,166
Telephone & fax	12,000	22,038
Website	15,000	15,976
<b>SUBTOTAL FORWARDED</b>	<b>627,331</b>	<b>611,517</b>

Continued on next page...

**Schedule of Program Operations  
Core  
For the year ended March 31, 2000**

**Schedule 1  
(Continued)**

	Budget	Actual
EXPENDITURES (Continued) (Subtotal brought forward)	627,331	611,517
Other		
Adult education project	35,259	3,516
Annual report	5,000	4,853
Education Treaty expenses	50,000	27,700
Post secondary review	23,000	15,375
Regional workshops	56,000	37,621
Research	35,000	15,077
Society reception	25,000	13,952
	<b>229,259</b>	<b>118,094</b>
	<b>856,590</b>	<b>729,611</b>
ANNUAL EXCESS (SHORTFALL) OF REVENUE OVER EXPENDITURES	880,969	1,024,097
Inter-fund transfer	(80,000)	(341,562)
<b>EQUITY AT END OF YEAR</b>	<b>800,969</b>	<b>682,535</b>

**Schedule of Program Operations  
Summer Science Camp  
For the year ended March 31, 2000**

**Schedule 2**

	Budget	Actual
REVENUE		
DIAND funding	245,333	245,333
	<b>245,333</b>	<b>245,333</b>
EXPENDITURES		
Administration	6,279	10,127
Allocations to communities	238,804	219,752
Mailing and supplies	250	826
	<b>245,333</b>	<b>230,705</b>
ANNUAL EXCESS OF REVENUE OVER EXPENDITURES	—	<b>14,628</b>

**Schedule of Program Operations  
Summer Student Career  
For the year ended March 31, 2000**

**Schedule 3**

	Budget	Actual
<b>REVENUE</b>		
DIAND funding	1,020,147	1,020,147
<b>EXPENDITURES</b>		
Administration	44,194	46,934
Allocations to communities	973,953	853,427
Mailing and supplies	2,000	2,085
	<b>1,020,147</b>	<b>902,446</b>
<b>ANNUAL EXCESS OF REVENUE OVER EXPENDITURES</b>	<b>—</b>	<b>117,701</b>

**Schedule of Program Operations  
Co-op Education  
For the year ended March 31, 2000**

**Schedule 4**

	Budget	Actual
<b>REVENUE</b>		
DIAND funding	428,349	498,115
<b>EXPENDITURES</b>		
Administration	1,000	2,762
Allocations to communities	412,099	683,738
Mailing and supplies	250	813
Workshops	15,000	15,507
	<b>428,349</b>	<b>702,820</b>
<b>ANNUAL SHORTFALL OF REVENUE OVER EXPENDITURES</b>	<b>—</b>	<b>(204,705)</b>
Inter-fund transfer	<b>—</b>	<b>204,705</b>
<b>EQUITY AT END OF YEAR</b>		

**Schedule of Program Operations  
Youth Work Experience  
For the year ended March 31, 2000**

**Schedule 5**

	Budget	Actual
<b>REVENUE</b>		
DIAND funding	828,720	828,720
<b>EXPENDITURES</b>		
Administration	71,861	72,089
Allocations to communities	741,659	801,510
Mailing and supplies	200	891
Workshops	15,000	11,087
	<b>828,720</b>	<b>885,577</b>
<b>ANNUAL SHORTFALL OF REVENUE OVER EXPENDITURES</b>		(56,857)
Inter-fund transfer		56,857
<b>EQUITY AT END OF YEAR</b>	—	—

**Schedule of Program Operations  
Capacity Building  
For the year ended March 31, 2000**

**Schedule 6**

	Budget	Actual
<b>REVENUE</b>		
First Nations Summit equity transfer	60,000	60,000
DIAND funding	310,000	310,000
Miscellaneous revenue		1,050
	<b>370,000</b>	<b>371,050</b>
<b>EXPENDITURES</b>		
Administration	24,000	24,166
Allocations to communities	250,000	257,820
Conference	60,000	12,854
Postage and photocopying	1,000	263
Research	15,000	22,889
Workshops	20,000	9,898
	<b>370,000</b>	<b>327,890</b>
<b>ANNUAL EXCESS OF REVENUE OVER EXPENDITURES</b>	—	43,160

**Schedule of Program Operations  
Special Education  
For the year ended March 31, 2000**

**Schedule 7**

	Budget	Actual
<b>REVENUE</b>		
DIAND funding	1,445,000	1,526,734
Miscellaneous revenue	—	2,720
	<b>1,445,000</b>	<b>1,529,454</b>
<b>EXPENDITURES</b>		
Administration	44,000	44,417
Allocations to communities	900,000	853,919
Postage and photocopying	1,000	1,052
Research	215,000	173,371
University contracted services	215,000	66,337
Workshops	70,000	21,202
	<b>1,445,000</b>	<b>1,160,298</b>
<b>ANNUAL EXCESS OF REVENUE OVER EXPENDITURES</b>		<b>369,156</b>

**Schedule of Program Operations  
Stay in School  
For the year ended March 31, 2000**

**Schedule 8**

	Budget	Actual
<b>REVENUE</b>		
DIAND funding	245,000	245,000
Miscellaneous revenue	—	3,975
	<b>245,000</b>	<b>248,975</b>
<b>EXPENDITURES</b>		
Administration	24,000	24,166
Allocations to communities	200,000	189,146
Postage and photocopying	1,000	215
Research	—	250
Workshops	20,000	13,454
	<b>245,000</b>	<b>227,231</b>
<b>ANNUAL EXCESS OF REVENUE OVER EXPENDITURES</b>		<b>21,744</b>

**Schedule of Program Operations  
Provincial Education Conference  
For the year ended March 31, 2000**

**Schedule 9**

	Budget	Actual
<b>REVENUE</b>		
DIAND funding		2,000
Registration	60,000	86,148
Miscellaneous revenue	—	2,676
Ministry of Education funding	65,000	70,000
Displays and sponsors	5,000	5,400
	<b>130,000</b>	<b>166,224</b>
<b>EXPENDITURES</b>		
Administration	15,000	18,613
Audio visual equipment	7,200	4,036
Catering	43,400	30,846
Committee expenses	1,000	2,748
Conference summary	3,500	1,899
Facilities	6,500	32,743
Postage	—	498
Program development/printing	7,000	10,119
Program presenters	40,000	31,731
Promotion and advertising	1,800	347
Registration materials	10,000	5,869
	<b>135,400</b>	<b>139,449</b>
<b>ANNUAL EXCESS OF REVENUE OVER EXPENDITURES</b>	<b>(5,400)</b>	<b>26,775</b>

**Schedule of Program Operations  
 Seventh Generation  
 For the year ended March 31, 2000**

**Schedule 10**

	Budget	Actual
<b>REVENUE</b>		
DIAND funding	89,000	89,000
Health Canada funding	65,000	65,000
BC Hydro contribution	35,000	35,000
First Nation Chief Health Committee contribution	26,700	26,700
First Nations Schools Association contribution	15,000	15,000
Miscellaneous revenue	—	168
	<b>230,700</b>	<b>230,868</b>
<b>EXPENDITURES</b>		
Administration	—	1,866
Collateral	1,600	—
Management fees	16,000	16,000
Miscellaneous	—	710
Postage	—	3,246
Production	156,600	119,341
Products	21,150	22,412
Science day	14,000	—
Sports day	20,000	—
Website	15,000	—
	<b>244,350</b>	<b>163,575</b>
<b>ANNUAL EXCESS OF REVENUE OVER EXPENDITURES</b>	<b>(13,650)</b>	<b>67,293</b>
Inter-fund transfer	20,000	20,000
<b>EQUITY AT END OF YEAR</b>	<b>6,350</b>	<b>87,293</b>



**Schedule of Program Operations - Indian Studies Support Program  
For the year ended March 31, 2000**

**Schedule 11**

	Budget	Actual
<b>REVENUE</b>		
First Nations Summit equity transfer	11,997	11,997
DIAND funding	67,654	67,654
	<b>79,651</b>	<b>79,651</b>
<b>EXPENDITURES</b>		
Administration	16,531	20,528
Courier	500	302
Guideline printing/distribution	2,000	1,995
Meeting expenses	45,623	31,905
Photocopy/mail/fax	1,500	1,206
Telephone	1,500	369
	<b>67,654</b>	<b>56,305</b>
<b>ANNUAL EXCESS OF REVENUE OVER EXPENDITURES</b>	<b>11,997</b>	<b>23,346</b>

**Schedule of Program Operations - Aboriginal Language  
For the year ended March 31, 2000**

**Schedule 12**

	Budget	Actual
<b>REVENUE</b>		
First Nations Summit equity transfer	134,982	134,982
<b>EXPENDITURES</b>		
Language community project	45,000	41,488
Language summer institute project	65,000	65,238
Language workshop	60,000	5,567
Support contract	20,000	20,000
Negotiations	5,000	—
	<b>195,000</b>	<b>132,293</b>
<b>ANNUAL EXCESS OF REVENUE OVER EXPENDITURES</b>	<b>(60,018)</b>	<b>2,689</b>
Inter-fund transfer	60,000	60,000
<b>EQUITY AT END OF YEAR</b>	<b>(18)</b>	<b>62,689</b>

**Schedule of Program Operations - Special Projects  
For the year ended March 31, 2000**

**Schedule 13**

	Budget	Actual
<b>REVENUE</b>		
Publication revenue	—	4,633
Interest income	—	79,893
<b>ANNUAL EXCESS OF REVENUE OVER EXPENDITURES</b>	<b>—</b>	<b>84,526</b>





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