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FNSEA

ANNUAL REPORT 2012/13



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Annual Report of the First Nations Education Steering Committee and First Nations Schools Association for 2012-2013

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Suite 113-100 Park Royal South, West Vancouver, BC V7T 1A2
Toll-free: 1-877-422-3672 Phone: 604-925-6087 www.fnesc.ca www.fnsa.ca

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WELCOME

We are very pleased to present the first-ever joint Annual Report of the BC First Nations Education Steering Committee (FNESEC) and the BC First Nations Schools Association (FNSA). The FNSA and FNESEC chose to take this approach for 2012/2013, reflecting the long-standing close working relationship of our organizations, as well as our increasing mutual responsibilities for program implementation and reporting.

As described further in the report that follows, FNESEC and the FNSA have undertaken initiatives in a collaborative manner for almost two decades. The two organizations have always worked together through a cooperative arrangement and now through a formal Memorandum of Understanding, including sharing office space, staff, and financial and communication infrastructures. In more recent years, FNESEC has signed important agreements with government that will significantly affect the provision of services to First Nations schools – services that will be designed and implemented according to direction from First Nations schools. These agreements in fact solidify and expand the well-established partnership of the FNSA and FNESEC.

FNESEC and the FNSA hope that this joint report facilitates effective and concise reporting to First Nations schools and communities on the extensive activities being undertaken by the two organizations – the majority of which are cooperative efforts, and some of which are identified as specific to either the FNSA or FNESEC.

This report also has been designed to assist in providing accountability to funding agencies, complementing the reports that are submitted for specific programs by describing them within the context of the breadth of activities being undertaken. Specifically, in the spirit of reduced reporting requirements for First Nations, this report outlines the explicit performance measures required from FNESEC according to the new Tripartite Education Framework Agreement, which Aboriginal Affairs and Northern Development Canada (AANDC) has agreed to extract and use as necessary.



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FNSA

MESSAGE FROM FNSA PRESIDENT

Greg Louie

Greg Louie is a member of the Ahousaht First Nation in Clayoquot Sound, just north of Tofino. He has served as the FNSA President for 12 years, working to support the 130 First Nations schools in British Columbia. For 15 years, Greg was the Principal of Maaqtusiis School as well as serving as a Jurisdiction Negotiator for the Ahousaht First Nation, advocating for First Nations control of First Nations education. In recognition of his contributions to Aboriginal education, Greg received the Deputy Ministers' Pride and Recognition Award from the federal government in 2004. Greg was recently appointed as a Band Council Member and he looks forward to the opportunity to continue serving his community.



As President of the BC First Nations Schools Association (FNSA), I am very pleased to present our 2012/2013 Annual Report, which we have prepared with our partner, the BC First Nations Education Steering Committee (FNEC).

The FNSA remains committed to effectively supporting First Nations schools by fulfilling our mandate of sharing information and resources, and facilitating professional development opportunities and collective services. We hope that our initiatives have helped First Nations schools provide the type of educational environments that our children deserve.

First Nations schools in BC are continually striving to provide the highest quality of education possible, founded upon consistent attention to high levels of student achievement, complemented with a continual focus on creating nurturing, culturally appropriate environments. The BC First Nations Education System (the System) is built upon the ongoing development of programs and services to address such things as improved instruction, strong school leadership, rigorous school planning processes, and data collection and management structures that will meaningfully inform our efforts.

To achieve our goals, First Nations schools have come together to collectively endorse unique standards for our teachers and our principals. These standards not only reflect the latest research regarding effective



teaching and leadership; they have also been designed to reflect the emphasis our schools place on transmitting our traditions, values, languages and cultures, and to ensure a continuation of the special and meaningful relationship between our schools, our parents and the communities we serve. Addition-

ally, we have designed standards for our own curriculum and graduation requirements, reflecting our specific priorities and needs.

We believe that all of the components are in place to enable First Nations in BC to exercise full control over the education of our children, incorporating the critical foundation that our traditions, languages and cultures represent for our students' learning. The System that now exists is relevant to First Nations and has been designed to ensure accountability. We fully understand the need to closely monitor our efforts to ensure that they are as effective as possible, and to identify our successes and areas for improvement. We are committed to reporting fully on our work, in particular to our students, parents and communities, and also to meet all of the reporting commitments we have made to funding agencies.

2012/2013 saw some very important developments for First Nations schools. After lengthy negotiations, First Nations schools in BC are now operating through a new agreement that will provide more flexible and secure funding for schools and

for the delivery of second level services through the FNSA and FNEC. First Nations schools and community representatives have also joined with our organizations to respond to significant changes proposed by the federal government. It is exciting to see First Nations in BC once again come together to present a united voice on what is important for First Nations education, reflecting our shared commitment to the best interest of our learners. I am confident that our mutual support will allow us to continue to address any challenges ahead.

The FNSA would like to thank everyone who has helped our organization continue to grow. The hundreds of people who have participated in FNSA events and programs have provided invaluable advice and feedback, and are largely responsible for the progress that has been achieved. And of course the FNSA Board is very grateful to all of our members for their ongoing confidence and support. We hope that we have represented all schools and successfully reflected their direction throughout the past year.

We welcome every opportunity to share more information about our work, as we are proud of the accomplishments of First Nations schools in BC. As always, we welcome any suggestions on how we can improve our initiatives. We now look forward to another exciting year ahead, as we continue our work with First Nations schools to ensure quality educational opportunities for our students.

MESSAGE FROM FNESC PRESIDENT

Tyrone McNeil

First Nations Education Steering Committee President,

Tyrone McNeil, is a member of the Stó:lō Tribal Council. He has direct experience with First Nations education needs at the community level and he understands the importance of forging strong partnerships between teachers and parents, and between students and communities. He is driven to dedicate long hours to benefit First Nations students because it is a key investment for the future of those students, for First Nations communities, and for all of BC.



On behalf of the BC First Nations Education Steering Committee (FNESC), I am very pleased to introduce our Annual Report for 2012/2013. FNESC is happy to take every opportunity to report on our activities and services, and this year we are particularly pleased to present this information in partnership with the First Nations Schools Association.

As always, 2012/2013 was an exciting time for FNESC. This past year presented numerous challenges in the area of First Nations education, but the dedication shown by First Nations representatives throughout BC has allowed us to meet those challenges with a strong, united voice.

In BC, First Nations have been working for many years toward the primary objective of First Nations control over First Nations education. Working largely through FNESC and the FNSA, First Nations have made significant progress in establishing the foundation for a comprehensive, responsive and accountable BC First Nations Education System, which addresses the uniqueness of First Nations education and reflects the authority that rests with each First Nation.

Overall, we have designed structures and approaches that respect each distinct Nation, recognizing their right to operate according to their own systems of governance and in ways that they believe are in the best interests of their children. At the same time, we have built a comprehensive infrastructure for cooperative programs and services, based upon our commitment



to cooperation and our understanding of the benefits that can be gained by working together and sharing our experiences and our expertise. Working together in collaborative ways while still retaining ultimate authority at the community level is not always straightforward, but we are making this structure work

because of our continued focus on what is best for all of our students, schools, and communities. The System we have created has now been recognized in legal agreements with both the Government of Canada and the Province of BC. These agreements, along with supporting legislation, set out a model for implementing First Nations jurisdiction over education.

Of course, far more improvement is still needed, and FNEESC invites everyone who is interested to join in our organization's efforts. Working together can only make us stronger and will help us to reach the goal of greater success for all of our students. FNEESC is very proud of the part that we have played in creating positive change in First Nations education in BC, and we will continue to strive to provide worthwhile programs and services to support the important work being done in First Nations communities.

At this time, FNEESC would like to acknowledge all of the contributions that have supported our work to date. As highlighted throughout this Annual Report, our successes are actually a reflection of the outstanding commitment shown by people

throughout the province. I believe that the leadership shown by First Nations in BC, combined with the cooperation and support from our many education partners, is making a real difference for First Nations learners and will allow us to respond to any difficulties that are before us.

To begin, the level of progress we have achieved would not have been possible without the consistent support shown by First Nations leadership in BC. The BC First Nations Leadership Council, the Union of BC Indian Chiefs, the BC First Nations Summit, and the BC Assembly of First Nations have provided invaluable advice and direction for all of our efforts and negotiations. In addition, the participants on our 100-member FNEESC Board and the FNEESC Sub-Committees have worked diligently to make our organization effective, and their years of dedication to First Nations education issues have created the foundation for everything we do. Meeting with First Nations representatives and other education partners on an ongoing basis is also a pleasure, and the encouragement we receive from education workers throughout the province is critical. Finally, I would like to recognize the critical work of the FNEESC staff, led by our tireless Executive Director Deborah Jeffrey.

As always, FNEESC hopes that this Annual Report provides a useful overview of our activities throughout the past year. FNEESC always welcomes questions and feedback, particularly as we plan for another exciting year ahead, so please feel free to contact us at any time.

OVERVIEW

About FNEC

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

From the outset of the organization, it was decided that all First Nations in BC would be eligible to appoint a member to the FNEC Board. Today, that Board includes approximately 100 First Nations community representatives, who meet on a quarterly basis to set FNEC's strategic direction. FNEC is also supported by First Nations representatives who participate on subcommittees dedicated to the issues of post-secondary education, First Nations languages, and Local Education Agreements.

FNEC works at the provincial level to provide services in the areas of research, communications, information dissemination, advocacy, program administration and networking. FNEC also strives to share up-to-date information about available programs, government policies and initiatives, and local, provincial and national education issues that affect First Nations learners. In addition, FNEC strives to build partnerships with federal and provincial government agencies and other relevant stakeholders in order to communicate the issues and concerns of BC First Nations and to ensure that they are addressed in a meaningful way.

FNEC Mandate

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

About FNSA

The First Nations Schools Association (FNSA) was formally established in 1996. The FNSA represents and works on behalf of First Nations controlled schools in BC. Approximately 98 percent of the 130 First Nations schools in BC are members of the Association, which has a mandate to support those schools in creating effective, nurturing, and appropriate educational environments that provide students with a positive foundation in all academic areas.

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

FNSA Mission

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



FNSA Executive Board & Members

BOARD

Greg Louie, President
Region: Nuu-chah-nulth/Coast Salish

Ernie Hill, Vice-President
Region: Haida/Tsimshian/Haisla/Nisga'a

Victor Jim, Treasurer
Region: Gitksan/Wet'suwet'en

Pamela Lewis, Secretary
Region: Kwakwaka'wakw/Heiltsuk/
Nuxalk/Oweekeno

MEMBERS

Robert Matthew
Region: Secwepemc/St'atl'imc/Nlaka'pamux

Penny Monsell
Region: Nuu-chah-nulth/Coast Salish

Garry Klugie
Region: Tsilhqot'in/Carrier/Sekani

Verna Stager
Region: Secwepemc/St'atl'imc/Nlaka'pamux

Colette Young
Region: Kaska/Dene/Tahltan/Tagish/Inland
Tlingit

Michael Derech
Region: Kootenay/Okanagan

(current as of March 2013)



FNESC Executive Board & Members

EXECUTIVE

Tyrone McNeil
Stó:lō Tribal Council

Barbara Barltrop
Snaw-naw-as First Nation

Ben Berland
Tsay Keh Dene

Jeneen Hunt
Kwicksutaineuk Ah-kwa-ah-mish First Nation

DIRECTORS

Donna Jules
Adams Lake Indian Band

Greg Louie
Ahousesat First Nation

Kathrine Stegner
Bonaparte Indian Band

Terrie Davidson
Boothroyd Indian Band

Dolores O'Donaghey
Boston Bar First Nation

Curtis Wilson
Campbell River Band

Cindy Inrig
We Wai Kai Nation

Marlene Erickson
Carrier Sekani Council

Yvonne LaRochelle
Cayoose Creek Band

Thelma Florence
Chawathil First Nation

Sandra Victor
Cheam Indian Band

Charlotte Elliott
Chemainus First Nation

Chantal Burt
Cheslatta Carrier Nation

Janice Antoine
Coldwater Indian Band

Char Crocker
Cowichan Tribes

Elizabeth Davidson
Da'nada'xw/Awaetlala

Jody Linklater
Dease River Band Council

Pamela Lewis
FNSA Representative

Vera Nicholson
Fort Nelson First Nation

Marjorie McRae
Gitanmaax Band

Monica Simms
Gitksan Government

Vernon Milton
Gitsegukla Band Council

Amanda Zettergreen
Gitwangak Education Society

John Waldie
Gitxaala First Nation

Grace Smith
Gwa'sala – 'Nakwaxda'xw

Ernie Hill
Hartley Bay / FNSA VP

Mary Brown
Heiltsuk Tribal Council

Claudette Lucas
Hesquiaht First Nation

Verna Billy Minnabarriet
IAHLA Representative

Director Not Appointed
Iskut First Nation

Fran Prince
K'ómoks First Nation

Dolan Paul
Tk'emlups te Secwepemc

Jim Angus
Kispiox Band Council

Nina Shaw
Kitamaat Village Council

Debbie Moore
Kitselas Band Council

Charlotte Guno
Kitsumkalum Band

Andreas Rohrbach
Kwadacha Band

Lisa Anwar
Kwakiutl District Council

Marion Hunt
Kwakuitl Indian Band

Monty Palmantier
Lake Babine Nation

Deanna Lisa Green
Lax Kw'alaams Band

Nikki Lindstrom
Lheidli T'enneh Band

Susan James
Lillooet Tribal Council

Denice Louie
Lower Kootenay Band

Lynne Charlton
Lower Nicola Indian Band

Lauren Terbasket
Lower Similkameen

Cynthia Sewid
Mamalilikulla-Qwe'Qwa'Sot'Em

Brenda Leighton
Metlakatla First Nation



Diane Mattson Moricetown Band Council	Faith Thomas Saik'uz First Nation	Angela Reynolds Stellat'en First Nation	Sharon Lindley Upper Nicola Band
Faye Mitchell Musqueam Indian Band	Phyllis Peters Seton Lake Indian Band	Gwen Point Stó:lō Nation Council	Nicole Ogen Wet'suwet'en First Nation
Julie Thevarge N'Quatqua Band	A. Percy Joe Shackan Indian Band	Darlene Louie Stswecem'c Xgat'em	Heather McKenzie Williams Lake Band
Sue Ketlo Nadleh Whut'en Band	Angie Chapman Skawahlook First Nation	Isabel Reid Tahltan Band Council	Thelma Wenman Yakweawwioose First Nation
Julia F. Morris Nee Tahi Buhn Indian Band	Terry Deneault Skeetchestn Indian Band	Sandra M. Jack Taku River Tlingit	Lisa Thomas Yekooche First Nation
Tammy Thomas Neskonlith Indian Band	Marcia Piercey Skidegate Band Council	Director Not Appointed Tl'azt'en Nation	<i>(current as of March 2013)</i>
Deanna Nyce Nisga'a Lisims Government	Adele Gooding Skin Tyee First Nation	Tom Wallace Tlatlasikwala First Nation	
Lynnette Lucas Nuu-chah-nulth Council	Leslie Williams Skwah First Nation	Emily Aitken Tlowitsis First Nation	
Dylan W. Thomas Nuxalk Nation	Nancy Seward Snuneymuxw First Nation	Leanne Gravelle Tobacco Plains Band	
Mollie Bono Okanagan Indian Band	Cindy Charleyboy Soda Creek Indian Band	Director Not Appointed Ts'kw'aylaxw First Nation	
Ron Brown Jr. Old Masset Village Council	Fran L'Hirondelle Songhees Nation	William Morris Tsartlip First Nation	
Theresa Dennis Nk'mip First Nation	Darrell Jones Splatsin First Nation	Kendra Underwood Tsawout First Nation	
Ragina Sam Penelakut Tribe	Nita Bobb Spuzzum First Nation	Ken Watts Tseshah First Nation	
Rob Cahill Quatsino First Nation	Deborah Jacobs Squamish Nation	Vern Jacks Jr. Tsecum First Nation	
Curtis Olsen Saanich Indian School	Marlene Marasco Squiala First Nation	Director Not Appointed Tsimshian First Nation	
	Joe Pierre Jr. St. Mary's Band	Melanie Williams Tzeachten First Nation	

KEY ACCOMPLISHMENTS

Creating Systemic Changes for First Nations Students in the BC Public Education System

For the two past decades, First Nations in BC have worked collectively and with a variety of partners to increase the success of First Nations learners in BC. Those efforts have contributed to the following key accomplishments, among many others.

It is important to note that in all of the activities described below, First Nations representatives have continually promoted a focus on First Nations languages, cultures, and realities, recognizing the value of supporting First Nations students in maintaining a positive sense of self-identity, the need for a greater understanding of First Nations concerns and realities by all learners in BC, and the important role of education in retaining and transmitting First Nations languages and cultures.

- In 1998, FNEC and the FNSA helped to found the *BC Aboriginal Education Partners Group*, which brings together a range of education organizations and government agencies relevant to the K-12 education system with the goal of improving the success of Aboriginal students in BC.
- FNEC, the FNSA and the BC Ministry of Education worked in partnership to create and promote the use of *new provincial curricula* for English First Peoples 10, 11, and 12, and to compile information about authentic First Peoples texts to support elementary school teachers. There is also a joint commitment to continue creating resources that will help to better inform students about First Nations issues and realities.
- Cooperative efforts between FNEC and the BC Ministry of Education have resulted in a new *Superintendent of Aboriginal Achievement* position within the public education system. The Superintendent of Aboriginal Achievement will work with a range of education partners, including FNEC, to advance improvements in Aboriginal student achievement rates in BC.
- In 2010, FNEC and the FNSA worked with the BC College of Teachers (now the BC Teacher Regulation Branch) to promote the new *requirement that all applicants for certification as a teacher in BC must have received specialized training in Aboriginal education* in order to be granted a certificate.



- After successfully highlighting the need for adequate representation of First Nations in all components of the BC education system, in 2011 *FNESC and the FNSEA were included on the new BC Teachers Council* – the agency responsible for teacher certification and regulation in BC.
- Due in part to FNESC's advocacy, the Ministry of Education annually publishes data to *monitor the achievement of Aboriginal students in BC* – shared each year through the Ministry's *How Are We Doing? Report*.
- FNESC has promoted a *wider commitment to quality Local Education Agreements (LEAs) focused on improving student success*, and has worked to raise awareness about how well-constructed LEAs can help to improve working relationships between the parties and establish meaningful joint strategies to improve First Nations student achievement.
- FNESC helped to establish *the BC Aboriginal Post-Secondary Education and Training Partners Group*, which unites key stakeholders to improve levels of participation and success of Aboriginal learners in post-secondary education and training in BC.
- FNESC, along with the Indigenous Adult and Higher Learning Association, was integrally involved in *the development of the Ministry of Advanced Education's Aboriginal Post-Secondary Education and Training Policy Framework and Action Plan, 2020 Vision for the Future*.

KEY ACCOMPLISHMENTS

Creating a BC First Nations Education System

Based upon the principles of First Nations control of First Nations education, and reflecting a commitment to providing their students locally-based, relevant, and high quality educational opportunities, First Nations have created their own schools, which are located within and operated by First Nations communities. Today, there are approximately 130 First Nations controlled schools in BC, all of which are committed to providing quality instruction, sound academic programs, as well as supportive environments for children. The schools are founded upon First Nations cultures and languages, and they strive to reflect the values and traditions of the communities they serve.

In order to support those schools in a meaningful way, First Nations in BC have established the foundation for a BC First Nations Education System that:

- reflects the unique visions, circumstances, and needs of First Nations communities, schools, and students; and
- involves relevant partnerships and complements the BC public education system, recognizing the importance of seamless transitions for students between First Nations schools and mainstream K-12 education settings, higher learning opportunities, and the world of work.

Overall, First Nations are working toward the implementation of effective programming at the classroom, school, and provincial level, supported by mechanisms for collective support and thorough monitoring.



The BC First Nations Education System in Brief



An emphasis on First Nations language and culture learning, as well as a focus on accountability and monitoring, are integrated, as appropriate, into all of the activities described below.

- *Promoting Instructional Leadership and an Infrastructure for Teacher Support:* Recognizing the importance of effective teachers and principals, the FNSA Professional Growth Process (PGP) promotes effective supervision for learning, which facilitates plans for supporting and monitoring principals' and teachers' professional growth.
- *Facilitating Effective School Planning:* The collectively managed, community-based First Nations Schools Assessment and Certification Process leads to school plans for maintaining successful programs and addressing areas for improvement over a 5 year cycle.
- *Providing Professional Development Support:* FNEC and the FNSA provide a broad range of professional development events for principals and teachers that are designed specifically to reflect the realities of First Nations schools. For example, the FNSA is promoting the Professional Learning Communities (PLC) approach, and the FNSA and FNEC organize a comprehensive in-school coaching initiative, addressing issues such as literacy, language and culture, lesson delivery, and student assessment.
- *Supporting Capacity Building for School Boards:* The FNSA and FNEC are working to encourage effective educational decision-making through a coaching initiative that is based upon a Handbook for First Nations School Boards.
- *Promoting Evidence-Based Decision Making:* A range of efforts is in place to promote the effective use of standardized student assessment tools to inform programming. Further, for over a decade a School Measures Project facilitated the annual collection and sharing of relevant data. That effort evolved into the Data Records and User Management System (DRUMS) – a system for managing student information at the school level and for analyzing and reporting aggregate data at the provincial level.
- *Addressing the Needs of All Students:* FNEC and the FNSA take an integrated, intervention-based approach to assist schools in effectively supporting all of their learners, regardless of their needs.
- *Additional Information Sharing:* In addition to the activities described above, FNEC and the FNSA share a range of information and materials related to numerous other key issues.

KEY FIRST NATIONS AGREEMENTS IN THE BC REGION

Tripartite Education Framework Agreement

In December 2010, the Minister of Aboriginal Affairs and Northern Development Canada (AANDC) announced that new financial resources would be provided for First Nations education in BC. This announcement highlighted the capacity demonstrated by First Nations in the BC Region to deliver collective educational support services and to establish strong partnerships with a range of stakeholders, meaning that First Nations in BC were seen to be prepared for the advancement of a respectful and effective tripartite arrangement.

After extensive negotiations, FNEESC, the Government of Canada, and the Province of BC signed a Tripartite Education Framework Agreement (TEFA) in January 2012. This new agreement provides the foundation for an innovative arrangement that will provide funding to First Nations schools that is more flexible and more closely aligned to the financial resources provided to public schools by the BC Ministry of Education, with specific adaptations. The agreement also provides

more comprehensive, flexible, and sustainable funding for the provision of second level services for First Nations education, building upon and supporting the research-based and unique First Nations school system that has been created in this province.

FNEESC and the FNSA are now working with First Nations representatives to design and implement TEFA-related second level services for First Nations education. Those services represent a continuation of the programming that has been developed by First Nations schools throughout the past two decades, and all programs will continue to evolve in collaboration with First Nations schools as the TEFA implementation proceeds.



First Nations Education Jurisdiction Agreements



Canada, BC and FNEC signed a package of First Nations education jurisdiction agreements on July 5, 2006, which was soon followed by the passage of enabling legislation by Canada (2006) and BC (2007). Since that time, FNEC has been supporting First Nations' efforts to build capacity and advance the implementation of those agreements. In particular, considerable progress has been made in terms of enhancing community governance structures, through training and resources to support effective financial management, Board operations, and community awareness of key education matters.

In addition, the jurisdiction agreement reached with the provincial government has resulted in significant benefits for First Nations in BC. For example, reflecting a commitment made through the jurisdiction negotiations, in November 2009 the Province of BC and FNEC reached a new Reciprocal Tuition Agreement. Under that landmark and unique Agreement, the Ministry provides full per-pupil funding for students living off-reserve who are enrolled in First Nations schools, and for eligible non-status students living on reserve lands. Additionally, the Province and FNEC have worked together in a positive way to extend provincial cost-effective, bulk purchasing opportunities to First Nations schools, and FNEC has been increasingly involved in the Ministry of Education's consultations and policy development efforts.

Unfortunately, progress in implementing the education jurisdiction agreements has been hindered by an inability to finalize the financial component of the arrangement. Therefore, negotiations of this important issue continue, and all parties recently signed an extension of the agreements to allow more time to mutually determine the funding to be provided for jurisdiction.

FNEC and the Negotiating First Nations will persist in exploring all opportunities for advancing the jurisdiction agreements in a meaningful way.



WORKING WITH FIRST NATIONS COMMUNITIES AND SCHOOLS

Taking Direction from BC First Nations Leadership

First and foremost, FNEC and the FNSA continually seek advice and direction from First Nations leadership in BC regarding all significant issues effecting First Nations education. Specifically, FNEC and the FNSA appreciate the ongoing support shown by the Union of BC Indian Chiefs, the First Nations Summit, the Assembly of First Nations BC Region, and the First Nations Leadership Council.

FNEC Regional Sessions

Every year, FNEC reports to First Nations communities and schools at community workshops known as Regional Sessions. These sessions also involve the FNSA and Indigenous Adult and Higher Learning Association (IAHLA), as well as federal and provincial government representatives. The Regional Sessions represent an important part of FNEC's efforts to discuss emerging issues and gain input from First Nations community and school representatives to inform ongoing work.

Annual Provincial Conference on Aboriginal Education

Each year, FNEC organizes a province-wide conference that brings together educators and education administrators to promote networking and to share effective practices in Aboriginal education. The 2012 18th Annual Provincial Conference on Aboriginal Education, which was supported by the BC Ministry of Education, took place in November 2012 in Vancouver, BC and involved 750 participants.

The conference theme for 2012, *Reconciliation Through Education*, was inspired by the interim recommendations of the Truth and Reconciliation Commission, and provided an opportunity to explore how to increase authentic First Peoples curriculum in BC schools and to discuss the important role of public institutions in transforming relations with First Nations.

Regional Session Location	Date	Number of Participants
Nanaimo	September 10-11, 2012	37
Vancouver	September 17-18, 2012	40
Williams Lake	September 24-25, 2012	18
Smithers	October 1-2, 2012	16
Prince Rupert	October 11-12, 2012	15
Prince George	October 15-16, 2012	37
Cranbrook	October 25-26, 2012	23
Kelowna,	November 5-6, 2012	28
Kamloops	December 12-13, 2012	41
Total		255



FNESC 20th Anniversary Celebration

On November 22, 2012, prior to the opening of the 2012 Aboriginal Education Conference, approximately 180 First Nations representatives joined together to celebrate the 20th Anniversary of FNESC. The people who gathered for that event acknowledged some of the key people who helped to establish the organization and contributed to its growth in a significant way. The celebration provided an excellent opportunity to recognize the success of First Nations in BC in creating and continually directing FNESC, so that it has become a central voice in First Nations education.

FNSA 2012 Conference and Annual General Meeting

The FNSA held its 16th Annual Conference and Annual General Meeting on April 20 to 21, 2012. The event featured workshops for educators and education administrators on topics ranging from parent engagement, Essential Learning Outcomes, mathematics in a First Peoples context, behavioural interventions, assessments, and techniques in school administration. Dr. Martin Brokenleg of Reclaiming Youth International and Tom Hierck of Solution Tree delivered the keynote addresses.

Participants at the 2012 FNSA AGM	340
Voting participants at the 2012 FNESC AGM	51

2013 Parents Conference

The 6th First Nations Parents Club Conference, held January 31 to February 1, 2013, brought together First Nations parents from across BC to share ideas about the exciting ways parents can support their children's healthy development and education. The event hosts were the First Nations Parents Club, led by FNESC and the FNSA, and the Moricetown Parents Club specifically. Dr. Lorna Williams of the University of Victoria and Dr. Martin Brokenleg were the keynote speakers.

Participants at the 2013 Parents Conference	135
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Other Information Sharing, Consultation, and Research Efforts

In addition to all of the major events described above, FNESC and the FNSA regularly organize information sharing sessions as relevant issues arise. For example, on February 4, 2013 FNESC and the FNSA hosted a session for over 200 First Nations representatives to allow collective discussion of the federal government's proposed new national legislation on First Nations education. Through forums such as this, FNESC and the FNSA work to keep First Nations up-to-date regarding important First Nations education developments, and to promote a collective First Nations voice in response to arising issues. Additional events that were focused on specific First Nations education topics are described throughout the remainder of this report.

FNESC and the FNSA also maintain websites, distribute newsletters, and provide regular communication updates in order to share information and ensure that representatives of First Nations communities and schools are informed of relevant and evolving educational issues. The organizations also implement media strategies as appropriate to promote more widespread awareness of the educational needs of First Nations.

Finally, FNESC and the FNSA regularly undertake specific research projects in response to requests from First Nations representatives for detailed information. In 2012/2013, for example, FNESC and the FNSA sponsored the development of a New Schools Handbook, which outlines step-by-step suggestions for First Nations that are interested in building a new school in their community. Complementing that project, FNESC and the FNSA assisted the Office of the Parliamentary Budget Officer to collect data to inform its July 11 2013 report on *First Nations School Infrastructure Funding Requirements: British Columbia*. Specifically, that study used information from AANDC and a survey conducted with First Nations schools to determine that baseline federal funding for First Nations school infrastructure in BC is \$26 million, although sustaining the current footprint of First Nations school infrastructure in BC would require \$39 million in 2013-14. A final report for that project is available at www.pbo-dpb.gc.ca.

JOINING OUR PARTNERS UNITING OUR EFFORTS



Indigenous Adult and Higher Learning Association

The Indigenous Adult and Higher Learning Association (IAHLA) was created in 2002 by Aboriginal-controlled adult and post-secondary education institutes in BC. IAHLA is an independent non-profit society directed by a regionally representative 10-member Board of Directors. IAHLA contracts administrative services from FNECSC, and the two organizations often cooperate on post-secondary matters.

IAHLA is comprised of about 38 community-based institutes that offer a broad range of courses and programs that include: college and university programs leading to certificates, diplomas and degrees; Adult Basic Education leading to the Adult Dogwood Diploma for secondary school completion; language instruction; occupation-specific training and upgrading; and life-long learning programs.

Working together through IAHLA, Aboriginal institutes are striving to increase recognition of their unique and successful approaches to community-based, culturally-relevant learning, and to their successful efforts to increase opportunities for adult learners.

Indian Studies Support Program

For many years, including 2012/2013, FNECSC provided administrative support to the Indian Studies Support Program (ISSP) Committee – a Committee that included representatives of First Nations and First Nations post-secondary institutes located

throughout the province. The ISSP represents an important source of funding for First Nations post-secondary institutes and programming in BC, and nationally. However, recent changes announced by the federal government make the future implementation of this program uncertain, and FNECSC continues to discuss changes to the ISSP pro-actively with AANDC. Specifically, FNECSC, IAHLA, the ISSP Committee, and First Nations leadership have all called upon the federal government not to centralize the management of this important program.

First Nations Early Childhood Development Council

The First Nations Early Childhood Development Council (FNECDC) was created in 2007 when stakeholders began discussing the need for a provincial BC First Nations early childhood agenda and action plan aimed at improving the well-being of First Nations children from prenatal to six years. On March 24, 2010, representatives from over 40 organizations, including FNECSC and the FNSA, signed a Memorandum of Understanding to work together to improve Early Childhood Development (ECD) programs and services. Since then, the Council has been endorsed by BC First Nations Leadership and has grown to include more than 60 members who come together regularly to collaborate on an evolving agenda and action plan.

To facilitate a province-wide discussion of First Nations specific issues associated with ECD, the FNECDC has developed the First

Nations ECD Framework. This document describes proposed strategies and approaches to advance access to quality and culturally relevant ECD services for First Nations children, parents, and communities.

Policy and Program Discussions with Government

On a regular basis, FNEESC and the FNSA participate in policy development discussions with the Province of BC and Canada. Those discussions are intended to lead to meaningful changes in provincial and federal initiatives that effect First Nations education, such as information sharing protocols with the Teacher Regulation Branch to support First Nations schools' employment practices, and the creation of a provincial Superintendent of Aboriginal Achievement Position in 2012.

In the past year, several important milestones were reached. For example, following years of dialogue regarding the relevance and reliability of the Early Development Instrument – a measure of early childhood development at school entry – the provincial government made a commitment to a research project to investigate the potential for bias in the EDI instrument and data. That work will involve FNEESC, the BC Ministry of Education, and the Ministry for Children and Family Development.

In addition, FNEESC has been invited to join a number of Ministry of Education committees that are working towards the advancement of the new BC Education Plan.

2012/2013 Number of Policy Meetings 28

Aboriginal K-12 Education Partners

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

Growing from those discussions, in 1998 that Tripartite Education Committee founded the BC Aboriginal Education Partners Group, which grew to include some of

the most significant stakeholders in the BC education system, including FNEESC, the FNSA, AANDC, the BC Ministry of Education, the BC Teachers' Federation, the BC Teacher Regulation Branch, the BC School Trustees Association, the BC Superintendents Association, the BC Confederation of Parents Advisory Councils, the BC Principals' and Vice-Principals' Association, United Native Nations, and the BC Métis Nation. In 1999, the organizations signed a Memorandum of Understanding to solidify their partnership.

The Partners are working together to achieve the following goals.

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

The cooperative efforts of the Education Partners are focused on developing effective information sharing and the growth of initiatives designed to enhance the success of First Nations learners. FNEESC and the FNSA also continue to work with several individual Education Partner organizations on specific initiatives.

BC Aboriginal Post-Secondary Education and Training Partners Group

In March 2005, several stakeholders in Aboriginal post-secondary education (PSE) came together and committed to improving access and success for all Aboriginal post-secondary students in BC, formalizing their commitment in a Memorandum of Understanding. The resulting Aboriginal PSE and Training Partners continue to be active and engaged, meeting regularly to share information and implement joint strategies.

Signatories to the PSE and Training MoU include FNEESC, IAHLA, the First Nations Summit, Métis Provincial Council of BC, United Native Nations Society,

AANDC, BC Ministry of Advanced Education and Labour Market Development, University Presidents' Council of BC, University College Presidents, and the BC College Presidents. Other contributing members include the BC Aboriginal Human Resource Development Agencies Society, the BC Ministry of Aboriginal Relations and Reconciliation, and the BC Ministry of Education Learning Division, Aboriginal Education.

FNESC and IAHLA continue to support the partners and coordinate their efforts to advance positive changes in Aboriginal PSE in BC through the leadership of the partners and working through the member organizations.

Memoranda of Understanding

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

- The First Peoples' Cultural Council (formerly the First Peoples Heritage, Language and Culture Council)
- The First Nations Health Committee
- The Association of BC Deans of Education
- The Representative for Children and Youth
- The First Nations Technology Council
- The BC K-12 Aboriginal Education Partners Group
- The BC Aboriginal Post-Secondary Education and Training Partners



PROGRAM & SERVICES TO SUPPORT COMMUNITIES AND SCHOOLS

Tripartite Education Framework Agreement (TEFA) Implementation

Through the new TEFA, described above, the following second level services are being provided by the FNSA and FNEESC.

The FNSA Professional Growth Process (PGP)

The FNSA Professional Growth Process (PGP) is intended to ensure appropriate and consistent supervision for learning in First Nations schools in BC. Building upon collaboratively developed standards for teachers and standards for principals in First Nations schools, the PGP emphasizes a thorough, supportive process for identifying priorities for improvement and monitoring principals' and teachers' effectiveness and demonstrated progress. FNEESC Regional Principals visit participating schools to mentor principals in undertaking their leadership and supervision for learning role, facilitating ongoing teacher growth.

The PGP has quickly become one of the most successful of the FNSA's support initiatives. Beginning only four years ago as a pilot project in eight schools, in the past year over sixty schools joined the process and additional schools have expressed interest in future participation. Further, a survey used to evaluate the PGP implementation last year showed that participating principals strongly perceive the process as having a positive impact on First Nations schools. All of the responding principals found the process supportive and believe that they are better able to undertake their role as a result of the project. A majority of the respondents also believe that their teachers have shown improvement in their teaching as a result of their school's participation. Efforts to expand the PGP while also reducing staff travel time and costs are being explored, including video and teleconferencing strategies.

2012/2013 Key Activities

Number of schools involved in the PGP process	63
Number of school visits by FNEESC PGP staff	409

First Nations Schools Assessment and Certification Process

Critical among the responsibilities of each school's leadership is knowing what the community and families expect for students, establishing and maintaining a clear purpose for the school, and ensuring that the school's goals are met. School leaders must set the direction for the school's future, involving careful, thoughtful and inclusive planning, as well as attention to processes to continually evaluate the progress being made.

In order to help address those responsibilities, First Nations schools in BC have created a collectively managed, community-based First Nations Schools Assessment and Certification Process, which involves a review of school programming in order to develop a School Growth Plan, outlining activities for maintaining successful programs and addressing areas for improvement. Participating schools ultimately are visited by an FNSA-appointed External Review Team, which offers feedback on the assessment findings and Growth Plan. Interested schools also may request that they be "certified" by the FNSA, requiring that the schools meet a set of standards that were established collectively by First Nations schools in BC.

Almost all First Nations schools in BC have participated in the School Assessment project at least once, and overwhelmingly they have indicated that the process helped them to identify strengths and challenges, plan for growth, and maintain accountability.

In addition, FNEC and the FNSA support schools that complete the School Assessment Project by providing them a School Growth Plan Grant in the year following their Assessment Project completion. Schools use that funding to support activities that are directly identified in the School Growth Plans from the previous year. In addition, a team of coaches hired and trained by the FNSA assists the schools in ensuring that the Growth Plan Grants are used as effectively as possible.

2012/2013 Key Activities

Number of schools in the school assessment and certification process	20
Number of schools that completed a school growth plan (12/13 year)	20
Number of schools supported in growth plan implementation	20
Total number of schools now Certified by the FNSA	60

Curriculum Development

First Nations schools are collaboratively advancing relevant curriculum development efforts through the identification of essential learning outcomes (ELOs), which will ultimately be complemented by the joint identification and use of common formative assessments and related instructional strategies.

Specifically, grade group teachers from First Nation schools meet every three weeks through teleconference to focus on instructional strategies to support the essential outcomes. In 2012/2013, the FNSA’s key activities included hosting workshops with teachers to identify ELOs to launch this important work.

For example, significant progress has been made in terms of developing kindergarten and grade one ELOs for First Nations Languages, including a website that all First Nation schools can access and curriculum guides for the project. A workshop was held in February with one hundred First Nation language teachers from First Nation schools attending. Participants provided input into the project and received training in effective strategies for using the materials.

2012/2013 Key Activities

Number of ELO workshops organized	5
Number of participants in ELO workshops	137

Professional Development Support

Research shows that teachers matter. But research also shows that teachers differ significantly in effectiveness, and the expertise of a school’s teaching staff depends to a large extent on quality professional development. In fact, teachers in First Nations schools, who often work in significant isolation, have particularly noted the importance of professional development opportunities for their continued growth.

In response to this need, FNEC and the FNSA provide a broad range of professional development events for principals and teachers that are designed specifically to reflect the realities of First Nations schools, including an annual Principals Short Course, provincial conferences, and workshops on a range of topics identified by First Nations schools as important.



Those conventional forms of professional development are then complemented by in-school support, consistent with the growing research consensus that systemic, locally relevant professional development is more effective than conventional one-time workshops alone.

For example, the FNSA is promoting the *Professional Learning Communities (PLC)* approach as a key element of school professional development efforts. PLCs involve teachers meeting regularly to identify essential and valued student learning, to develop common formative assessments, to analyze current levels of achievement, set goals, share strategies, and then to create lessons to improve results. Such an approach represents truly embedded professional development. The FNSA supports this initiative through ongoing gatherings of schools that are using the model, in order to facilitate a sharing of experiences and provide relevant information about PLCs and related instructional strategies. In addition, the FNSA uses webinars and in-school support to promote the PLC efforts.

Further, the FNSA and FNESEC have devoted significant resources to support a comprehensive in-school coaching initiative, involving direct assistance to schools from individuals with expertise in literacy development, language and culture programming, and

the effective use of student assessments. This area of effort is consistent with widespread evidence that schools are increasingly looking to coaching and other relationship-based professional development strategies to improve the skills and performance of teachers and school leaders, and that such interventions lead to schools that are more happily and productively engaged in the work of student learning.

2012/2013 Key Activities *

Number of participants in Principal Short Course	55
Number of schools in the PLC initiative	65
Number of participants in PLC meetings / training sessions	365
Number of school visits made by literacy coaches	14
Total number of schools that were visited by literacy coaches	10
Number of school visits made by school assessment coaches	54
Total number of schools that were visited by school assessment coaches	38

* The number of coaching visits in 2012/2013 was lower than expected, as the TEFA funding did not become available until September 2012, and then coaches had to be recruited and trained. Now that coaches are in place, the number of coaching visits for 2013/2014 will be significantly higher.



Capacity Building for First Nations School Boards

The critical role of school governing agencies in promoting school success is well recognized, and is widely cited as an important issue for attention. Accordingly, the FNSA and FNEESC are working to provide school boards with information to support effective educational decision-making through community-based coaching that is based upon a comprehensive *Capacity Building Handbook: Leading First Nations Schools in BC*. In order to inform the development of that Handbook, the FNSA hosted two focus group meetings with individuals who have extensive experience with relevant issues.

2012/2013 Key Activities *

Number of schools visited by Capacity Building Coach	4
Number of participants in coaching workshops	25
Number of participants in 2 school governance handbook focus groups	29

* As above, the number of capacity building coaching visits in 2012/2013 was lower than expected, as the TEFA funding did not become available until September 2012, and then preparations for the initiative were needed, including developing the Handbook and support materials. Now those materials are available, and the Capacity Building Coach is beginning to schedule visits for 2013/2014.

Promoting Evidence-Based Decision Making

Today, there is a growing recognition of the need to use data to inform decision-making and provide clear evidence of what is happening in schools, including monitoring instructional and program effectiveness, meeting school planning needs, and maintaining accountability to parents, communities, and funding agencies. A plethora of researchers have highlighted the range of benefits that can result from thoughtful efforts to measure educational success. Data can help educators decide what actions to take to improve instruction, change practice, or reform schools. Data also provides quantifiable substance for meaningful, ongoing dialogue with the community. The FNSA and FNEESC therefore are pro-actively supporting schools in thoughtfully using student assessment data and other clear sources of evidence for the purpose of program and achievement monitoring, informed

decision-making, and identifying needed instructional improvements.

As described above, the FNSA and FNEESC organize in-school coaching for school staff, including direct mentoring and assistance with the implementation of student assessments, as well as coaching on how to effectively review and analyze student results in order to inform instructional choices.

On a very practical level, the FNSA also has organized a number of in-service and training workshops and has provided financial assistance for the purchase of recommended standardized student assessment tools – the Ages and Stages Questionnaire (ASQ), Dynamic Indicator of Basic Early Literacy Skills (DIBELS), and Canadian Achievement Test 4 (CAT4).

2012/2013 Key Activities

Number of schools provided materials for the three recommended student assessment tools

ASQ to 34 schools

CAT4 to 50 schools

DIBELS to 77 schools

Number of workshops offered on the three recommended student assessment tools

ASQ – 3 workshops

CAT4 – 1 workshop and 2 webinars

DIBELS – 50 workshops

Data Records and User Management System (DRUMS)

Additionally, since 2010 FNEESC and the FNSA have been developing the Data Records and User Management System (DRUMS) – a system for managing student information at the school level and for analyzing and reporting aggregate data at the provincial level. DRUMS was designed by First Nations schools in order to meet individual school needs and to inform programming at the local and collective levels. Throughout the past year, significant progress was achieved in advancing DRUMS, with ongoing training being provided as quickly as possible for the increasing number of schools that continue to take advantage of this important new system.

2012/2013 Key Activities

Number of schools participating in the DRUMS initiative 44

Additional Information and Resource Sharing

In addition to the activities described above, in order to address the significant range of issues of importance to First Nations schools, the FNSA and FNEC publish a number of relevant resources. In 2012/2013, FNEC and the FNSA have worked to produce updated versions of the First Nations Schools Principals Handbook, School Capacity Building Handbook, Record Keeping Handbook, Employment Handbook, and Policy Handbook.

FNEC and the FNSA also have established a new toll-free technology support line to support First Nations school staff who require assistance in the area of information and communications technology.

Further, using TEFA one-time implementation funding, FNEC and the FNSA facilitated the purchase of the following technological equipment and resources for First Nations schools.

Product Purchased	Quantity
Computers with Keyboard, Mouse and Monitor	775
Laptops	400
Smartboards with Projectors	25
Projectors (Long Throughput)	60
All-in-One Printers	60
Firewalls	22

Other 2012/2013 Key Activities

Number of help desk hours provided	2568
Number of schools that accessed help desk support	114
Number of schools provided equipment through one-time funding	114

Connected Classrooms Initiative

Reflecting the trend toward 21st Century Learning, current technology and connectivity support is being used to promote collective course offerings through distance learning approaches. For the past four years, the FNSA has been piloting the Connected Classrooms initiative, which is designed to facilitate joint offerings of specific

courses by a number of First Nations schools through strategically placed information and communications technologies (ICTs). This project continues to be piloted in First Nations schools using a phased-in approach.

In 2012/2013, seven schools participated in the Connected Classrooms initiative, which offered Math 10, Biology 12, and Fine Arts 12 courses to a total of 31 students. Students attributed their success in these courses to their ability to “see their teacher” and interact with the teacher and other students. The students are already expressing excitement about the next classes, such as Physics 11. For the 2013/2014 school year, 17 First Nations schools have committed to the program, including all of the 2012/2013 participants.

Additionally, using one-time TEFA funding, equipment was purchased to build a solid infrastructure for the future expansion of the Connected Classrooms initiative, including the following.

- 1 License Dell R310 Server, 24GB RAM, 3 year warranty
- 1 Hardware Dell PowerVault NX400, 4TB, WSS, 3 year warranty
- 50 License LifeSize Control - Single Device Licenses
- 2 Hardware LifeSize Bridges 2200
- 1 License LifeSize Bridge 2200 - Expanded Conference License
- 2 License LifeSize Bridge 2200 - Clustering Licenses (applies only to LifeSize Bridge 16-port configuration)
- 1 License LifeSize CS100 ClearSea Server - VMware - 6 ports (includes encryption, 1080p, and multiconference)
- 1 License LifeSize CS100 - ClearSea iOS Client
- 1 License LifeSize UVC Video Center - Pack of 5 HD Recordings & 500 HD Web Streams - Enterprise Edition
- 1 License LifeSize UVC Access - Pack of 100 Registrations & 50 Routed Calls - Standard Edition
- 1 Warranty Infrastructure Help Desk and Assurance Maintenance Services (3-year)
- 40 Hardware LifeSize Express 220 - 10x - Phones, 2nd Generation

- 40 Warranty Express 220 Help Desk and Assurance Maintenance Services (3-year)
- 8 Support Add Tanberg Endpoints to Support Help-desk (3-year)
- 1 Installation BITS Project Labor, Installation of Infrastructure
- 40 Installation BITS Project Labor - Preconfig, Shipping and Remote Support of Endpoint
- 40 Options Samsung 46" 1080p LED HDTVs
- 40 Options VFI Cart Solutions - PL3070 with PM-S

2012/2013 Key Activities

Number of schools participating in Connected Classrooms initiative	7
Number of students taking courses through Connected Classrooms	31
Number of schools provided with Connected Classrooms equipment	17 *
Percentage of students who passed Biology 12 course	84%
Percentage of students who passed Math 10 course	100%
Percentage of students who passed Fine Arts 12 course	100%

* Including 7 for this year, and 10 for the 2013/2014 school year. Training is underway for the 10 new schools.



Teacher Recruitment and Retention

As described in more detail below, through the federal government's Education Partnership Program (EPP), the FNSA has been developing a partnership with Make a Future BC, which is ultimately intended to support First Nations schools in BC in more effectively promoting employment opportunities and accessing qualified candidates for available positions. Make a Future is a recruitment initiative created by the BC Public School Employers' Association as a joint venture among BC's sixty public boards of education and the Ministry of Education.

Past EPP support has allowed for the development and implementation of workshops on employment-related topics, and TEFA support is now allowing for a joint effort to facilitate First Nations schools' access to Make a Future's web site, which highlights education-related employment opportunities within BC. The inclusion of First Nations schools on this web site is expected to significantly increase the profile of the schools with potential employees. The number of schools that make use of this service will be reported in future years.

2012/2013 Key Activities

Number of meetings with Make a Future to design new partnership	12
Number of schools accessing Make a Future teacher recruitment activities	forthcoming

Bulk Purchasing Opportunities

In 2012, an exciting new opportunity was implemented for First Nations schools interested in purchasing a new school bus; First Nations schools can now take advantage of standing offer prices for various types of buses – creating an opportunity to purchase school buses at a much lower cost. This opportunity is being offered by the Ministry of Education, working with the Association of School Transportation Services of BC (ASTSBC), in the spirit of the July 2006 BC First Nation Education Jurisdiction Agreement and January 2012 TEFA.

Additional opportunities for access to economies-of-scale for First Nations schools' purchases are now being explored and will be described in future reports.

2012/2013 Education Partnerships Program

For the past five years, FNEC and the FNSA have managed the federal government's Education Partnership Program (EPP) funding on behalf of First Nations in the BC Region. The activities that have been undertaken through that program, which involves a close working relationship with the BC Ministry of Education (MEd), are outlined below.

Enhancement of Local Education Agreements in BC

Local Education Agreements (LEAs) between First Nations and School Boards describe mutually agreed upon goals aimed at supporting First Nations students attending public schools. In the agreements, First Nations and school district personnel commit themselves to a variety of strategies that both parties agree will result in greater student success. LEAs also are the mechanism through which federal funding for identified First Nations students is distributed through First Nations to school districts and Independent schools.

Many First Nations and school districts value the benefits that LEAs create; they can raise awareness of the challenges faced by First Nations students, accelerate the search for possible solutions, and affirm the rights and responsibilities of communities and parents for determining and evaluating appropriate strategies for educational success.

Yet the development and effectiveness of LEAs is inconsistent across the province. Reflecting a number of challenges, numerous First Nations in BC have not yet successfully signed an LEA, and in response EPP funding was used to support a number of activities to address this situation.

For example, in the past three years, more than 350 dedicated people have attended workshops organized to exchange information about LEAs and how these agreements might better contribute to the success of First Nations students attending public or independent / private schools off reserve. Workshop participants have included public school system representatives, as well as First Nations' administrators, education coordinators, and leaders. In addition, an LEA Toolkit has evolved to reflect the needs and input of the workshop

participants, which outlines key issues associated with the negotiation of LEAs.

Further, in the past two years EPP funding has been used for community-specific, facilitated sessions to assist First Nations and school districts in areas of the province in which negotiations have not been proceeding well, resulting in renewed commitments to conclude agreements that reflect promising practices being implemented in other parts of the province.

Additionally, in November 2012, FNEC representatives participated in panel presentations on LEA issues at the BC Education Leadership Conference, which involved approximately 800 participants representing all the BC education partner groups. Also, two workshops were presented at the FNEC Provincial Conference that same month.

The EPP partners all hope that a continuation of these activities will benefit First Nations and school districts, ultimately creating stronger learning environments and higher achievement levels for First Nations learners in BC public and private schools. In particular, it is important to note that AANDC reported 50 LEAs in place in 2011, and 75 LEAs in place in 2012. FNEC and its partners are committed to supporting a continuation of that trend.

2012/2013 Key Activities

Number of LEA workshops	11
Number of participants in LEA workshops	197
Number of Toolkits printed and shared	650
Number of mediated sessions facilitated	2

2012/2013 Review of Education Agreements in BC

Aboriginal Education Enhancement Agreements (EAs) are working agreements between school districts, local Aboriginal communities, and MEd aimed at supporting First Nations students attending public schools. EAs establish collaborative partnerships to facilitate shared decision-making and specific goal setting to meet the educational needs of Aboriginal students. EAs highlight the importance of academic performance, and stress the integral nature of Aboriginal traditional cultures and languages to Aboriginal student development and success (www.bced.gov.bc.ca).

In the past year, FNEsc and MEd sponsored a thorough review of EAs in BC to identify strengths, effective practices that can be shared, and any common challenges or areas for attention by FNEsc and MEd. Draft research findings were then shared through a series of workshops, allowing for direct feedback from First Nations and school district representatives. Castlemain Consulting Group undertook the research process, and the work was overseen by an Advisory Committee including representatives of FNEsc, the BC MEd Learning Division Aboriginal Education, and the BC Superintendent of Aboriginal Achievement.

The EA review allowed for input from 303 survey respondents, 15 interview participants, and 132 workshop participants. Overall, the initiative resulted in the following conclusions regarding the three review areas of partnerships, academic achievement, and language and culture.

- The distinction between a signed agreement and one in development is not clear-cut. In districts where relationships between Aboriginal communities and school districts are strong, expired EAs can continue to guide school districts in the delivery of education programs and services to Aboriginal students. However, there is more work to be done to understand what supports are needed for districts that are struggling to develop agreements.
- With the exception of the post-secondary transition measure, Aboriginal students in districts with

EAs are achieving better results on average than Aboriginal students in districts without EAs across key measures of academic achievement.

- By bringing a focus to Aboriginal language and culture, EAs are well positioned to support inclusive school environments that contribute to both Aboriginal and non-Aboriginal student development. However, measurable goals related to language do not feature strongly among current agreements and the extent that culture and language is incorporated into classroom learning varies across districts.

Recognizing that EAs are unique to each district and are intended to respond to local needs, the following broad recommendations were offered in regard to the initiative as a whole.

1. Develop strategies for supporting school districts and their partners in Aboriginal education to meaningfully consult with communities in developing, implementing and monitoring EAs.
2. Work with districts to improve communication about EAs at the school level, particularly with teachers, so that they may be better supported to bring EA goals to life in the classroom.
3. Work with districts and communities that are not part of the process, or are leaving, to get them engaged or re-engaged.
4. Build on effective practices through a more in-depth examination of districts that are seeing improvements under the EAs and those that are not, in order to better understand the conditions that need to be in place to maximize EAs as a policy tool.
5. Work with districts to ensure goals, objectives and outcomes of the EAs align with key accountability documents to ensure consistency of implementation across the province.

The final report for the EA review is now being finalized and will be available from www.fnesc.ca.

2012/2013 Key Activities

Number of EA workshops	5
Number of participants in EA workshops	132

Selected Comments from Regional Workshops

Very informative. I am eagerly awaiting this much-needed step for the Nation.

Great conversation. It has sparked curiosity and interest in the EA process in those who may not have been interested.

All the documents I need are in the packet. It really made me realize the importance of Education Agreements. This day will lead me on the path to an EA.

This meeting was a great step in getting a representative group to hear and share ideas.

In my opinion there have been significant improvements in the EA process. I hope that this leads to more support for the children in our community. The primary improvement is the number of Aboriginal students finishing school. We need to keep improving.

Promotion of Existing Curriculum

Throughout the past six years, FNEC, the FNSA and MEd have been collaborating on a very important area of work: the development of new curricula and teaching resources for both the public and First Nations school systems – resources that reflect First Nations perspectives and priorities and therefore are more effective and meaningful for First Nations students. As a result of those efforts, English First Peoples (EFP) 10, 11 and 12 are now available for use throughout BC.

The new EFP courses are a meaningful and rigorous addition to the BC education system. The courses will help all participating students – Aboriginal and non-Aboriginal – to better understand First Peoples, their communities, and their contributions to society. The courses also will help Aboriginal students to feel better represented in BC schools, which ideally will build their self-esteem and increase their comfort in all classrooms of the province.

Previous EPP funding also supported the creation of a Math 8 and 9 Teacher Resource Guide, which will assist teachers in considering ways to integrate First Nations relevant content and pedagogies in their teaching strategies, while still reaching the learning outcomes prescribed by the MEd math curriculum. In addition, the project partners co-created materials to highlight authentic First Nations literacy materials, which will assist teachers as they seek to include relevant resources into their classrooms to promote a more accurate portrayal of First Peoples in BC.

Throughout 2012/2013, EPP funding was used to pro-actively promote the use of the new curricula and resources in schools throughout BC. It is critical that more teachers become aware of the materials that are available and feel confident integrating them into their classrooms. Therefore, the FNEC Curriculum Coordinator attended meetings, conferences, and workshops involving teachers to share the resources and provide training for their use. In anticipation of increased curriculum development projects at all levels, a curriculum development checklist was created to support protocols and processes around producing, promoting or purchasing culturally relevant and educationally rich and sustainable classroom materials.

2012/2013 Key Activities

Number of curricular / resource packages distributed
> 2,000 memory sticks, 2,500 posters, and 2,000 pamphlets

Number of visits / professional development events
30 school and 4 conference presentations

Number of training sessions organized
8

Number of students in public schools taking EFP 12
Over 2,400 in 2011/2012 (latest data available)

Number of students in First Nations schools taking EFP
Over 150 in 2012/2013

Professional Development for First Nations Language and Culture Teachers

Reflecting the critical need for enhanced support for First Nations language and culture programming, 2012/2013 EPP funding was used to access expertise to support important collective efforts related to this very important area. While specific language curriculum and programming must be developed locally – by those Nations that know and are responsible for their own languages – provincial specialists can provide relevant and very meaningful assistance. Therefore, FNEC used a portion of the EPP funding approved for language and culture work to pay consultants to assist with the design of relevant programs and the completion of much-needed research and materials development.

Additionally, in the fall of 2012 FNEC issued a call for proposals to all First Nations schools, First Nations communities, education coordinators and school principals, inviting applications for a grant of up to \$10,000 to provide a professional development event in their region to assist Aboriginal Language and Culture Teachers to better meet the needs of their students. As funds for this project were accessed through the EPP, the

project was implemented in partnership with the BC MEd.

In keeping with the intent of the EPP, First Nations were required to work in partnership with local school districts and/or public schools to design and deliver joint professional development focused on supporting Aboriginal Language and Culture Teachers in enhancing their knowledge and instructional skills.

Seventeen professional development events in total were hosted by First Nations schools and communities, which brought together approximately 800 language and culture teachers and fluent Elders for a valuable sharing of resources and techniques for teaching First Nations languages in both First Nations and public schools in BC. All of the participants in the events indicated that the opportunities were either “excellent” or “good,” and the people involved in all of the events strongly agreed that they would recommend the workshops to others. Further, the major recommendation for future consideration was a unanimous call for more professional development events for language and culture teachers.



Sample Comments From Program Implementation

"This is the beginning of a new journey."

"A workshop/conference of this type is long awaited – one that allows grassroots people to work with Elders and educators ..."

"All worked as a team from different Nations, together with Elders' guidance. Perfect!!"

"Good information on curriculum and do's and don'ts. Mussi cho to all who were directly and indirectly involved in this wonderful workshop."

"It was great to share and learn from each other. Should be annual – offered yearly."

Reflecting the participant evaluations, it is clear that the professional development events achieved the learning outcomes anticipated in the original proposals. Further details are available in a final project report, which can be accessed through FNEESC.

Further, in 2012/2013 FNEESC supported the development of a curricular framework for the teaching of First Nations languages. This critical resource will assist teachers in First Nations and public schools in ensuring continuity in language and culture teaching across grade levels, identifying clear steps in language learning progression and more effectively supporting learners in advancing their understanding throughout their education. EPP funding allowed for regional meetings to facilitate input into this very important initiative, resulting in enhanced resources, and ideally increasing the eventual use of the finalized materials.

Approximately two-thirds of the curricular framework workshop participants indicated that the workshop content was excellent or very good, and all of the participants found that the content was relevant and valuable. Additionally, all of the workshop participants found the presenters somewhat or very informative and able to answer questions.

Sample Comments or Suggestions from Framework Workshops

A very good source of information.

I think it is great sharing the framework but I think we need to also provide the practical experience of 'the work' so they gain some skills before they leave.

Thank you very much FNEESC for bringing this workshop to us to find our identity and not to be ashamed of who we are.

2012/2013 Key Activities

Number of Professional Development Workshops funded through EPP	17
• Number of participants in funded workshops	800
Number of curricular framework workshops organized	3
• Number of participants in the workshops	51

Joint Efforts to Address First Nations Student Safety and Engagement

As described above, the EPP partners were all founding members of the BC K-12 Aboriginal Education Partners Group, which consistently has identified anti-racism as a key issue related to improving the academic success of Aboriginal learners, particularly in public schools. For many years, an Education Partners' Anti-Racism Working Group delivered workshops and created resources on the topic of anti-racism, including issues such as preventing bullying, reflecting diversity, and creating inclusive schools. The anti-racism programs were tailored to meet local needs and audiences that included students, teachers, principals, First Nations support workers, parents, education partner organizations, etc. The EPP has supported an extension of those efforts.

For the past four years, EPP funding was used for the design and implementation of well over 100 workshops focused on shared-cultural understandings and anti-racism thinking, attitudes and actions. Other partners have provided significant financial support

(promotion and event hosting) for the workshops. In addition, in order to strengthen communications and outreach, the Anti-Racism staff has made an effort to be more involved in the annual conferences and meetings of the Education Partners member organizations, as well as other interested groups. Besides sharing an anti-racism message, these meetings also have provided an opportunity to gather input regarding anti-racism issues that should be addressed in future workshops and professional development events.

Based upon the feedback received, in the past year the anti-racism activities were expanded to reflect a broader perspective of anti-racism priorities, including current MEd student satisfaction survey results that highlight critical concerns related to student safety and the appropriateness of learning environments for First Nations students in public schools. The workshops were therefore revised to involve representatives of First Nations and the public education system mutually sharing ideas and experiences to inform efforts to ensure secure environments for students.

It appears that the new sessions were well received. For example, Education as a Healing Process workshops were offered at the Reconciliation and Racism conference, which included about 200 participants. 47.5% of the workshop participants indicated that the workshops were excellent, and 47.5% indicated satisfactory. One comment shared stated: “[The speaker], as always, has a wealth of information and a very personal approach to delivery. Very well organized, great pictures, and you tube connections and information that kept participants interested and engaged throughout. I also took away some great ideas for resources to use.” Comments shared by other participants include: “It was an open and interactive opportunity to learn and interact with others. Presenter was able to shift discussion to suit audience;” and “this is an important issue that warrants awareness and education.”

In addition to the ongoing workshops, FNEESC hosted two Student Safety training sessions in partnership with the BC MEd as part of the ERASE (Expect Respect and A Safe Education) Bullying strategy. The Government of BC is implementing this province-wide

anti-bullying strategy to help ensure that every child feels safe, accepted and respected, regardless of their gender, race, culture, religion, or sexual orientation.

ERASE Bullying is a province-wide, 10-point plan that focuses on prevention and intervention and will deliver specialized training to over 15,000 educators and community partners. ERASE Bullying will lay the basis for consistent policies and practices in all 60 school districts. It is backed by strong community partnerships to help prevent, identify and stop harmful behaviours. ERASE Bullying has several key components:

- An anonymous online reporting tool for students, which will be available from mobile devices.
- An enhanced website run by MEd, including multimedia resources aimed at parents.
- A five-year, multi-level training regime to train 15,000 educators and staff.
- A designated safe schools co-ordinator in each school district, who will monitor the web reporting site, have direct communication with MEd, and co-ordinate multi-level threat assessment training for districts.
- Designation of one of the six provincial professional development days to focus on anti-bullying.
- Provincial guidelines for safe schools and a template for district level protocols.
- Enhanced codes of conduct for school.
- Development of a protocol between district and community partners.
- Creation of a provincial advisory committee.
- Anti-bullying and threat risk assessment training embedded in pre-service training.

Two joint EPP ERASE Bullying sessions were held in Prince George and Vancouver in March, 2013, involving

representatives of First Nations communities, First Nations schools, public schools, and school districts. The events were positively reviewed, and a northern radio station interviewed the Superintendent of Aboriginal Achievement about MEd and FNEC's goals for the training. A total of 76 people attended the two training sessions, and the feedback is being summarized to inform next steps.

It is also important to note that a new Superintendent of Student Safety has committed to working with FNEC to address numerous issues related to the safety of First Nations students in the public education system. FNEC looks forward to participating in discussions about this critical issue in the upcoming year.

2012/2013 Key Activities

Number of anti-racism workshops	53
Number of participants in anti-racism workshops	5,779 *
Number of participants in ERASE training sessions	76

* Including presentations sponsored by FNEC and at external large conferences organized by other stakeholders.

Teacher Recruitment and Retention

As described above, among the most widely recognized and least disputed findings of educational research is the primary role of teachers in the success of students. Numerous studies demonstrate persuasively that the potential effect of teacher quality on academic achievement is quite high. Reflecting the crucial role of teachers in raising student achievement levels and promoting overall student success, the FNSA is currently implementing a number of initiatives aimed at supporting teachers and improving instructional effectiveness. Those efforts are intended to facilitate greater teacher retention. In addition, the FNSA recognizes the importance of implementing specific additional steps to directly address teacher recruitment and retention and support schools in implementing effective employment practices as a key priority.

Accordingly, in the past year the FNSA updated its existing *Employment Handbook for First Nations Schools*, reflecting the evolution of this field and new research and procedures. That Handbook shares information to

support schools in implementing effective practices for attracting, hiring, supporting, and – when necessary – disciplining staff.

In addition, throughout the past several years the FNSA has included workshops on issues related to teacher recruitment and retention in the conferences and special events it has hosted for First Nations schools. Through the 2012/2013 EPP, the FNSA was able to extend those opportunities through the organization of workshops developed jointly with the new partner described above – Make a Future. The workshops shared a wealth of information related to promoting job opportunities, writing effective job descriptions, successful interviews, and reference checking. The workshop participants generally responded very positively to the opportunities that were provided.

Make a Future and the FNSA are committed to furthering the very positive relationship they have established to date by working together on additional projects, as described in the TEFA section above. In the long-term, Make a Future and the FNSA intend to explore a range of opportunities to advance their joint interests and share their knowledge and expertise for the benefit of First Nations schools and students.

2012/2013 Key Activities

Number of teacher recruitment workshops offered	3
Number of participants in teacher recruitment workshops	84



SPECIAL EDUCATION PROGRAM

Since the 2001 announcement of the federal government's Special Education Program (SEP), First Nations schools in BC have directed the FNSA and FNEC to act as the Regional Management Organization (RMO) for AANDC's SEP funding for the BC Region. In doing so, the organizations have consistently supported all First Nations schools in this province to the fullest extent possible.

The BC SEP is based upon an intervention-based approach to special education delivery. This service delivery model involves a systematic process that begins in the classroom, with an extensive use of informal and formative assessment techniques for the purpose of program planning and for identifying students who might need more intensive assessments and support, and/or ultimately psycho-educational diagnoses and possibly assistance from one or more specialists.

First Nations schools also have placed significant emphasis on an early identification of special needs, reflecting the widespread understanding that

identifying and addressing special needs as soon as possible offers the best opportunity for mitigating any challenges that exist and giving students the greatest chance of long-term success.

In addition, First Nations schools in BC have consistently directed the FNSA and FNEC to maintain a program design that emphasizes funding at the school-level for direct support for students with special needs, complemented by collective initiatives to create economies-of-scale and increase access to necessary expertise and special education materials.

Each year, all schools are provided a grant to support their special education programming. In addition, a separate portion of the BC SEP funding is allocated through a proposal process to schools with specific students with high cost low incidence special needs who cannot be served using the annual base grant. Using these funding sources, First Nations schools have made great progress in terms of their special education programming, in spite of less SEP funding resources available for First Nations schools in comparison to BC public schools.

In addition, at the provincial level FNEC and the FNSA have managed collective activities to make the most effective use possible of the SEP funding. For example, for twelve years FNEC and the FNSA have coordinated a provincial-level approach to psycho-educational assessments for students referred for potential learning and behavioural disabilities. The goal of this initiative is to conduct individual psycho-educational assessments in First Nations schools in BC in order to determine students' needs, and to work with participating schools and the FNEC/FNSA special education staff to establish follow-up procedures, interventions, and support for students, as appropriate.



Also, since the outset of the SEP, FNEESC and the FNSA have employed individuals who regularly visit schools to provide direct support to staff and students. Special Education Managers and contracted Speech and Language Pathologists (SLPs) regularly visit schools to support staff and parents in meeting the needs of all students in First Nations schools.

Finally, in implementing the SEP in the BC Region, FNEESC and the FNSA have been able to develop positive partnerships that have extended the programming and services available in First Nations schools. For example, FNEESC and the FNSA have a long-standing agreement to work collaboratively with Special Education Technology-BC (SET-BC), which has a mission to enhance student opportunities for success by providing access to curriculum through the use of appropriate educational and communication technologies. SET-BC is able to lend assistive technologies (reading, writing,

and communication tools) where required to ensure students' access to educational programs, and assist in providing the necessary training for students and educators in the use of these technologies

2012/2013 Key Activities

Number of schools provided SEP grants	120
Number of schools that reported on SEP grants as of June 12, 2013	118
Number of students served through collectively managed student assessments	174
Total number of school visits made by Special Education Managers	157
Total number of schools visited by SLPs	37
Total number of students supported through FNEESC-sponsored SLP services	445
Total contacts made to toll-free support line	1380
Number of students served through SET-BC partnership	36



HIGHLIGHTS OF OTHER PROGRAMS & SERVICES

New Relationship Trust

As described above, in 2012 FNEESC, Canada and BC signed the new TEFA, which includes key commitments to develop BC-specific education program policy and guidelines required to implement this Agreement.

In order to address those clauses in a meaningful way, FNEESC and the FNSA submitted a successful proposal to the New Relationship Trust, resulting in funding to advance the design of BC-specific policies and guidelines in a timely manner. Specifically, FNEESC was able to access support from a highly experienced and qualified project consultant to work with an Advisory Committee and draft the necessary materials and documents to address the relevant TEFA commitments. After thorough consultations with First Nations community and school representatives, the policies will be finalized with the federal government.

First Nations Parents Club

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

During 2012/2013, the Club continued to publish a regular newsletter and an annual calendar full of family activities. The Club also provided incentive prizes to parents for participating in club activities and for sharing local news. All Club members received First Nations Parent Club certificates at the end of the school year to acknowledge their participation.

2012/2013 Key Activities

Number of Parents Clubs in BC	72
Number of Parents Club members in BC	1826

The Seventh Generation Club

The Seventh Generation Club, established in 1997, is intended to provide an attractive opportunity for children to participate in contests and other activities that encourage them to make healthy choices, participate in sports and in community activities, and, most importantly, regularly attend and stay in school. This Club represents an important opportunity for partnership, and ongoing support from the Vancouver Canucks has been fundamental to the success of the initiative since its establishment.

2012/2013 Key Activities

Number of Seventh Generation Club members	7200
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First Nations and Inuit Youth Employment Strategy Initiative

The First Nations and Inuit Youth Employment Strategy is part of the broader Youth Employment Strategy program. It consists of the Summer Work Experience Program and Skills Link Program.

The Summer Work Experience Program (SWEP) supports opportunities for summer work experience and training for in-school secondary and post-secondary First Nations students, providing communities with wage subsidies for short-term student work experience positions.

The Skills Link Program supports youth participants in the following initiatives through a proposal based application process.

The Career Promotion and Awareness Program sponsored youth in First Nations schools to explore career development and supported schools in providing career fairs and leadership projects.

The Cooperative Work Placements Program sponsored youth in First Nations schools to participate in mentored school-based work and study opportunities.

The Science and Technology Program sponsored activities to promote science and technology as a career choice by providing First Nations youth with first-hand experience in various science and technology disciplines.

The Mentored Work Placement Program sponsored work experience opportunities for out-of-school, unemployed, or under-employed First Nations youth.

The Information Communication Technology (ICT) Work Placements sponsored information and communication technology work experience opportunities for out-of-school, unemployed, or under-employed youth.

First Nations Health and Science Promotion Initiative

In 2012/2013, FNESC successfully requested financial support from the First Nations Health Council (FNHC) in the amount of \$200,000 to allow for the distribution of \$5,000 grants to First Nations communities. The funding was used to support health and science-related educational and career promotion activities. Eligible activities promoted an exploration of health careers, such as field trips, visits to colleges and post-secondary institutes, science camps, and health career fairs for First Nations students. The funding grants addressed the need for programming that encourages students to discover health and science related opportunities in a positive way, in order to inspire students to consider future education and career opportunities in those fields.

2012/2013 Key Activities

Number of communities funded through SWEP	141
Number of youth supported through Career Promotion & Awareness Program	3,924
Number of students sponsored for Cooperative Work Placements	48
Number of Science and Technology Programs supported	64
Number of student participants in Science and Technology Programs	2,692
Number of students sponsored through the Mentored Work Placement Program	246

2012/2013 Key Activities

Number of communities provided a program grant	44
Number of students involved in program activities	1,584



Artists in Education Initiative

In 2012/2013, the FNSA continued its long-standing partnership with Artstarts and the BC Arts Council to support the Artist in Education initiative. Approximately \$1,500 funding grants are provided to First Nations schools on a rotating basis, allowing local BC First Nations artists to provide exciting art opportunities for students.

2012/2013 Key Activities

Number of schools provided an Artists in Education grant 13

ActNow

The First Nations ActNow 2012/2013: Get Healthy Stay Healthy Challenge is a project undertaken with funding from the First Nations Health Authority. The First Nations schools involved with this project participated in classroom activities and received resources to support an emphasis on staying healthy through fitness and good nutrition. Twelve school visits allowed for direct contact with students and their teachers and support staff, with additional contact through other mechanisms, as well. Communication about the project included the FNSA website, with updates on the challenges through a series of ten journal entries. After each challenge, the project Coordinator prepared a report with recommendations for next steps.

2012/2013 Key Activities

Number of schools that participated in ActNow	25
Number of students that participated in ActNow	1134



SUB-COMMITTEE ACTIVITIES

First Nations Languages Sub-Committee

Since its establishment, FNEESC has actively promoted and supported a variety of First Nations language professional development opportunities, research projects, and services for First Nations and schools. Specifically, FNEESC has an active First Nations Languages Sub-Committee that includes community and partner organization representatives, which is engaged in a number of initiatives, such as the following.

- The development of a First Nations Language and Culture Curriculum Framework, including regional workshops to allow for a collective review of the materials and for broader information sharing purposes.
- The creation of a First Nations Language Roundtable, to facilitate collective efforts to support First Nations in this critical area.
- Work with IAHLA to advance First Nations Language Teacher Education Programs.
- Work with IAHLA and other education partners to explore possibilities for the establishment of a First Nations Language Degree Framework.
- The promotion of Language and Culture Teacher professional development opportunities.
- The development of a joint work plan with the Association of BC Deans of Education.
- The coordination of a bi-annual Language Conference to support language teachers with relevant professional development opportunities.

Post-Secondary Sub-Committee

The Post-Secondary Subcommittee (PSSC) is a long-standing and important part of FNEESC's structure,

comprised of Board members appointed for their experience and knowledge of First Nations post-secondary education (PSE) issues. The role of the PSSC is as follows.

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

The PSSC meets regularly to review and provide advice on post-secondary issues. The PSSC reports to the FNEESC Board, to inform the organization regarding PSE matters and to seek formal direction for its work. The PSSC leads initiatives to support First Nations communities and institutes in their efforts to increase student access and success in PSE, including the development of relevant guidelines and toolkits, research papers, and initiatives. The PSSC also provides important direction to FNEESC PSE staff regarding joint initiatives with government and FNEESC's PSE partners.

Communications with Communities

Recognizing the critical need for ongoing information sharing, last year the PSSC, working with IAHLA, developed and circulated a quarterly e-bulletin on PSE, and also built and updated a PSE Coordinators' SharePoint site and maintained the FNEESC PSE website.

Addressing Policy Issues Through Collaboration

In June 2012, the Ministry of Advanced Education, Innovation and Technology released its Aboriginal Post-Secondary Education and Training Policy

Framework and Action Plan: 2020 Vision for the Future. FNEC and IAHLA had been working with the Ministry of Advanced Education, Innovation and Technology to develop this policy framework since the release of the 2008 FNEC and IAHLA policy paper, *Aboriginal Post-Secondary Education In British Columbia: Place For Aboriginal Institutes*.

To advance this work, in 2010 the Ministry established a Policy Working Group, including representatives of FNEC and IAHLA, as well as other members of the Aboriginal PSE and Training Partners. The Policy Working Group acted as the Steering Committee for an external evaluation of the Ministry's former 2007-2010 Aboriginal Post-Secondary Strategy. The evaluation found that significant progress had been made as a result of the initiatives implemented through the 2007 Strategy, and the Working Group recommended renewing, with some modifications, most of the funded initiatives.

Building on the results of the evaluation, as well as FNEC and IAHLA's 2008 policy paper, the Ministry worked with the Policy Working Group to engage key partners in PSE and training in the design and development of its new policy framework. The work also involved a February 2012 provincial forum on Aboriginal PSE, attended by students, the public, as well as Aboriginal post-secondary institution and organization representatives.

The Ministry's policy framework has the following vision.

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

Significantly for First Nations-controlled institutes, the second goal of the policy framework relates to

supporting partnerships between public post-secondary institutions and Aboriginal institutes and communities, reflected in the following statement.

Aboriginal institutes have a unique and critical role in British Columbia's post-secondary system to increase Aboriginal learner participation and completion in post-secondary education.

Other relevant activities undertaken by FNEC in the past year included:

- participating in bilateral data meetings with the Government of BC;
- providing advice to BC regarding an appropriate quality assurance mechanism for serving Aboriginal learners and communities;
- developing a data and research sharing protocol between IAHLA, FNEC and BC;
- providing input and communicating with First Nations communities regarding the BC Aboriginal Community-Based Delivery Partnership Program;
- working on an Indigenous knowledge protocol;
- advocating for a review of the Aboriginal Service Plan initiative;
- providing input for the redesign of the Canada-BC Labour Market Agreement to increase support for First Nations PSE and training; and
- actively advocating for a reconsideration of the centralization of the ISSP and pro-active efforts to reverse the trend toward an increased reporting burden in regard to federal post-secondary education funding.

Post-Secondary Data Collection Project

Another important area of work for the PSSC is the collection of detailed data from First Nations to substantiate the need for and uses of AANDC's PSE funding

– in particular the Post-Secondary Student Support Program (PSSSP) and the University College Entrance Program (UCEP) funding.

Specifically, in 2012/2013 FNEC developed an electronic reporting form to streamline First Nations' data collection and reporting processes. An associated confidentiality protocol and draft Band Council Resolution for communities clarify FNEC's use of all data that is collected. The streamlined form will make PSE reporting and data collection easier and more timely, while providing FNEC and its partners strong evidence to improve policy, programs and supports in PSE. FNEC anticipates working with AANDC in the coming year to explore whether this streamlined form can assist First Nations in completing AANDC reports for PSE funding.

Supporting PSE Coordinators

In 2005, First Nations representatives highlighted the need for much greater support for First Nations PSE Coordinators. In response, FNEC has organized a number of activities in order to address this need.

- PSSC members have made an effort to provide and encourage mentorship amongst community PSE Coordinators.
- In the past, FNEC also offered *workshops for PSE Coordinators*, delivered regionally throughout BC in partnership with AANDC and other stakeholders. Although FNEC was unable to continue this important initiative in 2012/2013 as funding for this work was unavailable, FNEC will continue to explore opportunities for this kind of support in future years.
- In 2009/2010, FNEC created a *Post-Secondary Resource Line* – a phone and email line open to community representatives with questions related to PSE. That resource line continues to assist First Nations in accessing relevant information.
- In 2006, the FNEC PSSC gathered information on the educational background and work-related experience of PSE Coordinators in BC, which facilitated the development of a framework for a new

training program. FNEC, working through IAHLA, then invited applications from First Nations institutes for the development of a *PSE Coordinators Diploma Program*. The Nicola Valley Institute of Technology was selected to design and deliver this new program.

All courses in the program are accredited, with some laddering to an Education degree or a Business Management degree. FNEC and NVIT have been advancing this program and supporting relevant course delivery since its development.

In order to determine next steps for this initiative, last year FNEC initiated a thoughtful review of the program, which is now being finalized. Preliminary analysis indicates that there is a continued need for a credentialed program for PSE Coordinators, particularly those coming to their position without a previous diploma or degree. However, there may also be a need to provide differentiated training given the diversity of education and training levels of Coordinators. As well, many Coordinators had difficulty taking time off work to attend and complete courses. Overall, the review demonstrated that education remains crucial to ensure that all PSE Coordinators receive the assistance they need in order to effectively support students, especially given the rate at which new employees are hired into these positions and the complexity of this continually evolving field.

FNEC will use the findings of the ongoing review to consider the future of the PSE Coordinators Diploma Program.

Research

In the past year, the FNEC PSSC continued to support research related to issues and potential options to address PSE funding challenges in BC. In addition, the PSSC gathered data to develop a clearer understanding of the implications of Bill C-3 (McIvor) and any associated increased demand for PSE funding in the BC Region. FNEC also began important research regarding adult education programming to gain a better understanding of the range of adult education programs being delivered by BC First Nations.





CONCLUSIONS

As demonstrated throughout the report, First Nations schools and communities in BC have directed important efforts to improve First Nations education in BC. Through the considerable evidence-based work described in this report, First Nations in BC have made tremendous progress in building a relevant and effective First Nations education system. FNEESC and the FNSA have worked to establish meaningful partnerships to facilitate widespread support for the success of First Nations learners.

FNEESC and the FNSA look forward to continuing the existing efforts and implementing new programs and services as needed, and the organizations remain committed to reporting on those efforts on an ongoing basis.





FINANCIALS - Part 1

FIRST NATIONS EDUCATION STEERING COMMITTEE SOCIETY

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MARCH 31, 2013

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First Nations Education Steering Committee Society

March 31, 2013 and 2012

Management's Responsibility for Financial Reporting

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


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

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

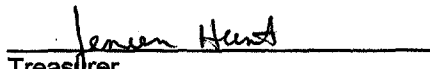
The Board is responsible for ensuring that management fulfills its responsibility for financial reporting and is ultimately responsible for reviewing and approving the financial statements.

The Directors review the Society's financial statements and recommends their approval. The Board meets periodically with management, as well as the external auditors, to discuss internal controls over the financial reporting issues, to satisfy themselves that each party is properly discharging their responsibilities, and to review the annual report, the financial statements and the external 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 D&H Group LLP Chartered Accountants in accordance with Canadian generally accepted auditing standards on behalf of the members. D&H Group LLP Chartered Accountants have full access to First Nations Education Steering Committee Society.



President



Treasurer

INDEPENDENT AUDITOR'S REPORT

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

Report on the Financial Statements

We have audited the accompanying financial statements of First Nations Education Steering Committee Society, which comprise the statements of financial position as at March 31, 2013, March 31, 2012 and April 1, 2011, and the statements of operations and changes in fund balances and statements of cash flows for the years ended March 31, 2013 and March 31, 2012, and a summary of significant accounting policies and other explanatory information.

Management's Responsibility for the Financial Statements

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

Auditor's Responsibility

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

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

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

Opinion

In our opinion, the financial statements present fairly, in all material respects, the financial position of First Nations Education Steering Committee Society as at March 31, 2013, March 31, 2012 and April 1, 2011, and the results of its operations and its cash flows for the years ended March 31, 2013 and March 31, 2012, in accordance with Canadian accounting standards for not-for-profit organizations.

Report on Other Legal and Regulatory Requirements

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

Vancouver, B.C.
July 4, 2013



Chartered Accountants

**First Nations Education Steering
Committee Society**
STATEMENTS OF OPERATIONS AND CHANGES IN FUND BALANCES
– OPERATING FUND
Years ended March 31

	2013		2012
	Budget	Actual	Actual
REVENUE			
AANDC funding	\$ 27,360,136	\$ 27,360,136	\$ 25,091,342
Province of BC funding	522,000	523,250	275,000
Administration fee recoveries	1,092,691	1,092,691	1,502,554
New Relationship Trust funding	118,500	42,084	1,409,500
Other funding sources	537,340	1,020,035	674,347
	29,630,667	30,038,196	28,952,743
EXPENDITURES			
Direct expenditures	24,987,841	24,871,598	24,848,327
Indirect expenditures	5,015,931	4,175,877	3,564,406
Transfers to First Nations Schools Association	705,721	705,721	242,129
	30,709,493	29,753,196	28,654,862
EXCESS (DEFICIENCY) OF REVENUE OVER EXPENDITURES	(1,078,826)	285,000	297,881
FUND BALANCE, beginning of year	5,326,374	5,326,374	5,344,010
RECOVERIES OF SURPLUSES	–	(36,448)	(315,517)
FUND BALANCE, end of year	\$ 4,247,548	\$ 5,574,926	\$ 5,326,374

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

First Nations Education Steering Committee Society

SUMMARY STATEMENT OF OPERATIONS AND CHANGES IN FUND BALANCES – OPERATING FUND

For the year ended March 31, 2013

Schedule #	AANDC Funding	Province of BC Funding	Other Revenue	Total Revenue	Total Expenditure	Excess (deficiency) for the year	Beginning fund balance (deficit)	Recoveries transfer and reimbursement	Ending fund balance (deficit)
1	\$ 2,784,923	\$ 100,000	\$ 1,098,278	\$ 3,983,201	\$ 3,788,907	\$ 194,294	\$ 600,909	\$ 47,919	\$ 843,122
2	2,980,502	–	–	2,980,502	2,980,502	–	32	(32)	–
3	–	150,000	14,084	164,084	273,760	(109,676)	359,701	13,623	263,648
4	–	15,000	261,174	276,174	277,659	(1,485)	104,076	–	102,591
5	–	–	57,181	57,181	72,173	(14,992)	76,145	–	61,153
6	89,750	–	–	89,750	92,269	(2,519)	–	2,519	–
7	312,000	–	–	312,000	277,365	34,635	35,633	–	70,268
8	–	–	449,243	449,243	–	449,243	2,783,684	–	3,232,927
9	169,600	–	–	169,600	162,537	7,063	25,372	(25,372)	7,063
10	133,000	–	–	133,000	125,281	7,719	–	–	7,719
11	1,820,700	–	–	1,820,700	1,842,237	(21,537)	99,023	–	77,486
12	–	100,000	5,000	105,000	21,053	83,947	235,802	–	319,749
13	149,591	–	28,000	177,591	158,153	19,438	12,545	(12,545)	19,438
14	–	–	–	–	–	–	365,745	–	365,745
15	164,300	–	–	164,300	164,287	13	20,297	–	20,310
16	401,000	–	–	401,000	405,084	(4,084)	–	–	(4,084)
17	116,600	–	–	116,600	113,343	3,257	12,484	(12,484)	3,257
18	84,800	–	1,350	86,150	109,578	(23,428)	–	–	(23,428)
19	205,000	–	–	205,000	205,000	–	75	(75)	–
20	50,834	–	–	50,834	68,277	(17,443)	17,443	–	–
21	9,971,582	–	–	9,971,582	9,970,818	764	1,351	–	2,115
22	3,028,720	–	500	3,029,220	3,004,414	24,806	40,001	–	64,807
23	2,000	117,000	–	119,000	216,168	(97,168)	180,895	–	83,727
24	1,550,000	–	–	1,550,000	1,550,000	–	–	–	–
25	100,000	41,250	–	141,250	141,513	(263)	–	–	(263)
26	–	–	–	–	130,564	(130,564)	144,187	(13,623)	–
27	148,400	–	–	148,400	148,400	–	36,378	(36,378)	–
28	400,000	–	–	400,000	398,994	1,006	–	–	1,006
29	600,000	–	–	600,000	599,131	869	–	–	869
30	–	–	–	–	–	–	21,882	–	21,882
31	–	–	–	–	113,742	(113,742)	114,670	–	928
32	996,417	–	–	996,417	996,884	(467)	25,544	–	25,077
33	271,250	–	–	271,250	280,722	(9,472)	–	–	(9,472)
34	800,000	–	–	800,000	800,000	–	–	–	–
35	29,167	–	–	29,167	41,667	(12,500)	12,500	–	–
36	–	–	40,000	40,000	22,714	17,286	–	–	17,286
37	–	–	200,000	200,000	200,000	–	–	–	–
	\$ 27,360,136	\$ 523,250	\$ 2,154,810	\$ 30,038,196	\$ 29,753,196	\$ 285,000	\$ 5,326,374	\$ (36,448)	\$ 5,574,926

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

First Nations Education Steering Committee Society

STATEMENTS OF CHANGES IN FUND BALANCE – CAPITAL FUND Years ended March 31

	2013	2012
BALANCE, beginning of year	\$ 141,230	\$ 137,820
CAPITAL ASSET PURCHASE ADDITIONS	22,059	55,220
AMORTIZATION OF CAPITAL ASSETS	(61,521)	(51,809)
BALANCE, end of year	\$ 101,768	\$ 141,231

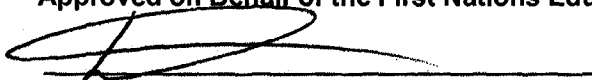
The accompanying notes are an integral part of these financial statements.

**First Nations Education Steering
Committee Society**
STATEMENTS OF FINANCIAL POSITION

	March 31, 2013	March 31, 2012	April 1, 2011
ASSETS			
CURRENT			
Cash	\$ 8,532,822	\$ 4,255,964	\$ 4,535,182
Term deposits (Note 4)	2,500,000	2,500,000	2,500,000
Accounts receivable	243,412	447,687	1,381,832
GST/HST receivable	94,244	130,205	102,225
Prepaid expenses	47,162	69,011	92,801
Due from First Nations Schools Association (Note 10)	94,080	30,301	130,433
	11,511,720	7,433,168	8,742,473
CAPITAL ASSETS (Note 5)	101,768	141,231	137,820
	\$ 11,613,488	\$ 7,574,399	\$ 8,880,293
LIABILITIES			
CURRENT			
Accounts payable and accrued liabilities	\$ 5,936,794	\$ 2,106,794	\$ 3,398,463
COMMITMENTS AND CONTINGENCY (Note 8)			
FUND BALANCES			
INVESTED IN CAPITAL ASSETS	101,768	141,231	137,820
RESTRICTED	2,341,999	2,542,690	2,712,130
INTERNALLY DESIGNATED (Schedule 8 and Note 11)	3,232,927	2,783,684	2,631,880
	5,676,694	5,467,605	5,481,830
	\$ 11,613,488	\$ 7,574,399	\$ 8,880,293

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

Approved on Behalf of the First Nations Education Steering Committee Society



Jensen Heerst

**First Nations Education Steering
Committee Society**
STATEMENTS OF CASH FLOWS
Years ended March 31

	2013	2012
CASH FLOWS FROM (USED IN) OPERATING ACTIVITIES		
Excess of revenue over expenditures	\$ 285,000	\$ 297,881
Capital asset purchases	22,059	55,220
Recoveries of surpluses	(36,448)	(315,517)
	<u>270,611</u>	<u>37,584</u>
Changes in non-cash working capital		
Decrease (increase) in		
Accounts receivable	204,275	934,145
GST/HST receivable	35,961	(27,980)
Prepaid expenses	21,849	23,790
Due from First Nations Schools Association	(63,779)	100,132
Increase (decrease) in		
Accounts payable and accrued liabilities	3,830,000	(1,291,669)
	<u>4,028,306</u>	<u>(261,582)</u>
CASH FLOWS FROM (USED IN) INVESTING ACTIVITY		
Purchase of capital assets	(22,059)	(55,220)
INCREASE (DECREASE) IN CASH DURING THE YEAR	4,276,858	(279,218)
CASH, beginning of year	4,255,964	4,535,182
CASH, end of year	<u>\$ 8,532,822</u>	<u>\$ 4,255,964</u>

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

First Nations Education Steering Committee Society

NOTES TO THE FINANCIAL STATEMENTS

March 31, 2013 and 2012

1. SOCIETY, AIMS AND OBJECTIVES

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

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

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

2. ADOPTION OF CANADIAN ACCOUNTING STANDARDS FOR NOT-FOR-PROFIT ORGANIZATIONS

Effective April 1, 2012, the Society has adopted the new Canadian accounting standards for not-for-profit organizations ("ASNPO") prescribed by the Canadian Institute of Chartered Accountants ("CICA"). Included in ASNPO are transitional provisions prescribed under 1501, *First-time adoption by not-for-profit organizations*, requiring retroactive application of ASNPO while permitting certain elective exemptions to retroactive application of some standards and prohibiting retroactive application of aspects of other standards.

The financial statements of the Society for the year ended March 31, 2013 are the first financial statements of the Society prepared in accordance with ASNPO. The financial statements of the Society for the previous year ended March 31, 2012 were prepared using Canadian generally accepted accounting principles prescribed by CICA Handbook – XFI.

The significant accounting policies set out in Note 3 reflect the requirements of ASNPO and have been applied in preparing the financial statements for the year ended March 31, 2013, comparative information for the year ended March 31, 2012, and the opening statement of financial position as at April 1, 2011 (being the Society's date of transition to ASNPO).

No adjustments were required to previously reported assets, liabilities, net assets, excess of revenue over expenditures and cash flows of the Society as a result of adopting ASNPO.

3. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

Basis of presentation

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

For the purposes of the statement of operations (Statement 1), direct expenditures include expenditures, except administrative fees, incurred under all programs other than the Core and Special Projects programs (Schedules 1 and 8). The Core program expenditures include the administrative and operating costs of the Society; the Special Projects program reports the expenditure of unrestricted funds. Indirect expenditures include expenditures incurred under the Core and Special Projects programs and the administrative fees charged to the other programs.

First Nations Education Steering Committee Society

NOTES TO THE FINANCIAL STATEMENTS

March 31, 2013 and 2012

3. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES - continued

Use of estimates

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

Fund accounting

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

Revenue recognition

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

Capital assets

Capital assets are recorded as 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
Furniture and equipment	– 5 years
Leasehold improvements	– 5 years

Budget figures

All budget figures were prepared by management and are unaudited.

4. TERM DEPOSITS

Term deposits consist of five guaranteed investment certificates (GICs) in the amount of \$ 500,000 each. The GICs have three year terms ending February 10, 2014 with interest rates of 1.75%, 2.50% and 3.00% in the first, second and third years respectively. The GICs are redeemable only on the anniversary date each year.

First Nations Education Steering Committee Society

NOTES TO THE FINANCIAL STATEMENTS

March 31, 2013 and 2012

5. CAPITAL ASSETS

	2013		
	Cost	Accumulated depreciation	Net
Automobile	\$ 28,664	\$ 28,664	\$ -
Computer equipment	227,037	193,499	33,538
Computer software	20,342	11,699	8,643
Furniture and equipment	142,581	114,214	28,367
Leasehold improvements	<u>102,803</u>	<u>71,583</u>	<u>31,220</u>
	<u>\$ 521,427</u>	<u>\$ 419,659</u>	<u>\$ 101,768</u>
	2012		
	Cost	Accumulated depreciation	Net
Automobile	\$ 28,664	\$ 28,664	\$ -
Computer equipment	214,019	160,652	53,367
Computer software	20,342	8,526	11,816
Furniture and equipment	133,540	106,392	27,148
Leasehold improvements	<u>102,803</u>	<u>53,903</u>	<u>48,900</u>
	<u>\$ 499,368</u>	<u>\$ 358,137</u>	<u>\$ 141,231</u>

6. FINANCIAL INSTRUMENTS

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

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

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

7. ECONOMIC DEPENDENCE

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

First Nations Education Steering Committee Society

NOTES TO THE FINANCIAL STATEMENTS

March 31, 2013 and 2012

8. COMMITMENTS AND CONTINGENCY

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

2014	\$	157,515
2015		98,119
2016		12,284
2017		<u>5,770</u>
	\$	<u>273,688</u>

The office premise lease expires October 31, 2014. The equipment leases expire December 1, 2015, and February 16, 2017.

Surpluses in AANDC funded programs are potentially refundable to AANDC.

9. COMPARATIVE FIGURES

Certain 2012 figures have been reclassified to conform to the presentation adopted in the current year.

10. RELATED PARTY TRANSACTIONS

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

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

During the year, the Society received administrative recoveries of \$ 30,240 (2012 – \$ 72,000) from the FNSA.

11. INTERNALLY DESIGNATED FUNDS

During fiscal 2010 the Society internally designated its unrestricted funds towards its long-term office premise real estate alternatives.







FINANCIALS - Part 2

FIRST NATIONS SCHOOLS ASSOCIATION

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MARCH 31, 2013

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Statement of Financial Position Statement 3

Statement of Cash Flows Statement 4

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Note: Schedules of Program Operations Available on Request

First Nations Schools Association

March 31, 2013 and 2012

Management's Responsibility for Financial Reporting

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

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

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

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

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

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

Greg Louie, President, Board of Directors

Garry Klugie, Treasurer, Board of Directors

INDEPENDENT AUDITOR'S REPORT

To the Board of Directors of
First Nations Schools Association

Report on the Financial Statements

We have audited the accompanying financial statements of First Nations Schools Association, which comprise the statements of financial position as at March 31, 2013, March 31, 2012 and April 1, 2011, and the statements of revenue and expenses and changes in fund balances and statements of cash flows for the years ended March 31, 2013, and March 31, 2012, and a summary of significant accounting policies and other explanatory information.

Management's Responsibility for the Financial Statements

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

Auditor's Responsibility

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

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

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

Opinion

In our opinion, the financial statements present fairly, in all material respects, the financial position of First Nations Schools Association as at March 31, 2013, March 31, 2012 and April 1, 2011, and the results of its operations and its cash flows for the years ended March 31, 2013 and March 31, 2012, in accordance with Canadian accounting standards for not-for-profit organizations.

Report on Other Legal and Regulatory Requirements

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

Vancouver, B.C
August 20, 2013

Chartered Accountants

First Nations Schools Association

STATEMENTS OF REVENUE AND EXPENSES AND CHANGES IN FUND BALANCES

Years ended March 31

	2013		2012
	Budget	Actual	Actual
REVENUE			
First Nations Education Steering Committee Society Funding, Operations	\$ 705,721	\$ 705,721	242,129
First Nations Health Society	53,000	49,318	–
Membership fees	19,400	16,827	17,745
ArtStarts contributions	9,700	9,700	12,363
Annual general meeting vendors' table income	5,000	6,000	5,122
Conference registration	22,000	20,473	22,945
Interest income	–	3,473	5,052
Miscellaneous	–	28,000	5,000
	814,821	839,512	310,356
EXPENSES			
Administration	3,000	3,000	5,000
Administration – FNEESC	30,240	30,240	72,000
Annual general meeting catering	62,000	66,498	61,533
Artists in Education program (Note 8)	19,400	18,673	27,199
Directors' meetings	77,000	79,811	41,414
Insurance	2,220	2,210	3,350
Office, materials and supplies and miscellaneous	9,000	12,326	5,821
Parent session support	5,000	11,961	–
Principal professional development	396,061	390,600	44,000
Professional fees	28,000	29,955	20,174
Representative travel	76,000	51,151	7,079
Speakers	33,500	37,517	25,596
Subscriptions	5,000	7,832	–
Workshop – arrangements	5,768	8,125	14,444
Workshop – travel	34,000	18,169	14,623
	786,189	768,068	342,233
EXCESS (DEFICIENCY) OF REVENUE OVER EXPENSES	28,632	71,444	(31,877)
FUND BALANCE, beginning of year	326,471	326,471	383,265
REPAYMENTS TO HEALTH CANADA (Note 6)	–	–	(24,917)
FUND BALANCE, end of year	\$ 355,103	\$ 397,915	\$ 326,471

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

First Nations Schools Association
SUMMARY STATEMENT OF OPERATIONS AND CHANGES IN FUND BALANCES
For the year ended March 31, 2013

Schedule #	FNEC funding	Membership fees	Other revenue	Total revenue	Total expenditures	Excess (deficiency) for the year	Beginning fund balance	Transfers for the year	Ending fund balance
1	\$ 705,721	\$ 16,827	\$ 16,173	\$ 738,721	\$ 529,023	\$ 209,698	\$ 234,151	\$ (160,000)	\$ 283,849
2	-	-	26,473	26,473	164,958	(138,485)	66,549	160,000	88,064
3	-	-	49,318	49,318	49,087	231	25,771	-	26,002
	\$ 705,721	\$ 16,827	\$ 91,964	\$ 814,512	\$ 743,068	\$ 71,444	\$ 326,471	\$ -	\$ 397,915

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

First Nations Schools Association

STATEMENTS OF FINANCIAL POSITION

	March 31, 2013	March 31, 2012	April 1, 2011
ASSETS			
CURRENT			
Cash	\$ 456,049	\$ 367,037	\$ 436,622
Amounts receivable	12,718	-	92,000
GST/HST receivable	25,000	8,360	-
Prepaid expenses	8,808	5,377	7,048
	\$ 502,575	\$ 380,774	535,670
LIABILITIES			
CURRENT			
Accounts payable and accrued liabilities	\$ -	\$ 2,352	\$ 3,467
Deferred revenue (Note 5)	10,580	21,650	18,505
Due to First Nations Education Steering Committee Society (Note 7)	94,080	30,301	130,433
	104,660	54,303	152,405
COMMITMENT (Note 8)			
FUND BALANCES			
RESTRICTED (Schedule 3)	26,002	25,771	75,647
UNRESTRICTED	371,913	300,700	307,618
	397,915	326,471	383,265
	\$ 502,575	\$ 380,774	\$ 535,670

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

Approved on Behalf of First Nations Schools Association

Greg Louie, President

Garry Klugie, Treasurer

First Nations Schools Association

STATEMENTS OF CASH FLOWS

Years ended March 31

	2013	2012
CASH FLOWS FROM (USED IN) OPERATING ACTIVITIES		
Excess (deficiency) of revenue over expenses	\$ 71,444	(31,877)
Item not affecting cash		
Repayments to Health Canada	-	(24,917)
Changes in non-cash working capital		
Decrease (increase) in		
Amounts receivable	(12,718)	92,000
GST/HST receivable	(16,640)	(8,360)
Prepaid expenses	(3,431)	1,671
Increase (decrease) in		
Accounts payable and accrued liabilities	(2,352)	(1,115)
Deferred revenue	(11,070)	3,145
	25,233	30,547
CASH FLOWS FROM (USED IN) FINANCING ACTIVITY		
Due to First Nations Education Steering Committee Society	63,779	(100,132)
INCREASE (DECREASE) IN CASH DURING THE YEAR	89,012	(69,585)
CASH, beginning of year	367,037	436,622
CASH, end of year	\$ 456,049	367,037

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

First Nations Schools Association

NOTES TO THE FINANCIAL STATEMENTS

March 31, 2013 and 2012

1. ASSOCIATION, AIMS AND OBJECTIVES

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

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

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

2. ADOPTION OF CANADIAN ACCOUNTING STANDARDS FOR NOT-FOR-PROFIT ORGANIZATIONS

Effective April 1, 2012, the Association has adopted the new Canadian accounting standards for not-for-profit organizations ("ASNPO") prescribed by the Canadian Institute of Chartered Accountants ("CICA"). Included in ASNPO are transitional provisions prescribed under 1501, *First-time adoption by not-for-profit organizations*, requiring retroactive application of ASNPO while permitting certain elective exemptions to retroactive application of some standards and prohibiting retroactive application of aspects of other standards.

The financial statements of the Association for the year ended March 31, 2013 are the first financial statements of the Association prepared in accordance with ASNPO. The financial statements of the Association for the previous year ended March 31, 2012 were prepared using Canadian generally accepted accounting principles prescribed by CICA Handbook – XFI.

The significant accounting policies set out in Note 3 reflect the requirements of ASNPO and have been applied in preparing the financial statements for the year ended March 31, 2013, comparative information for the year ended March 31, 2012, and the opening statement of financial position as at April 1, 2011 (being the Association's date of transition to ASNPO).

No adjustments were required to previously reported assets, liabilities, net assets, excess of revenue over expenses and cashflows of the Association as a result of adopting ASNPO.

3. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

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

Basis of presentation

These financial statements have been prepared in accordance with ASNPO which necessarily involves the use of estimates. The financial statements have, in management's opinion been properly prepared within reasonable limits of materiality and within the framework of significant accounting policies summarized below.

First Nations Schools Association

NOTES TO THE FINANCIAL STATEMENTS

March 31, 2013 and 2012

3. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES - continued

Use of estimates

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

Fund accounting

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

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

- Core Operations;
- Annual General Meeting and Conference; and
- National Youth Suicide Prevention Strategy.

Revenue recognition

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

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

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

Budget figures

All budget figures were prepared by management and are unaudited.

4. FINANCIAL INSTRUMENTS

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

5. DEFERRED REVENUE

Deferred revenue represents funds collected for Annual General Meeting registration. The Annual General Meeting is being held subsequent to the year-end date.

6. REPAYMENTS TO HEALTH CANADA

Repayments to Health Canada represent surpluses related to contributions from the 2011 fiscal year.

First Nations Schools Association

NOTES TO THE FINANCIAL STATEMENTS

March 31, 2013 and 2012

7. RELATED PARTY TRANSACTIONS

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

During the year, the Association paid administrative recoveries of \$ 30,240 (2012 - \$ 72,000) to FNESC.

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

8. COMMITMENT

The Association is committed to pay the remaining balance of \$ 3,636 to schools for the Artists in Education program, subject to reports submitted by the schools.

9. ECONOMIC DEPENDENCE

The Association is economically dependent on funding from First Nations Education Steering Committee Society (84.1% in 2013 and 78.0% in 2012).



fnesc



FNSA

First Nations Education Steering Committee
First Nations Schools Association

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

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

www.fnesc.ca
www.fnsa.ca