

Annual Report 2001/02



FNSA



FNSA

First Nations School Association

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Annual Report 2001/02

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Message from the FNSA President

On behalf of the First Nations Schools Association (FNSA), I am very pleased to present the FNSA 2001/2002 Annual Report. The past year has been a very exciting one for the FNSA. Once again, we have taken on a number of new challenges, and we have continued to receive very positive feedback and support from First Nations schools in BC.

2001/2002 saw the expansion of several successful FNSA activities. The annual Speaker's Series, the Toll-Free Special Education Support Line, and the School Assessment Project continue to provide meaningful information and support to schools. The Seventh Generation Club and the Parents Club have also grown significantly in the past few years. This last year also included the long-awaited announcement of special education funding for First Nations schools. That commitment for new special education funding is the result of a collaborative, sustained effort from countless First Nations representatives from throughout BC. The FNSA would like to acknowledge their contribution in bringing awareness to the critical need for special education resources.

The FNSA would also like to thank everyone who has helped our organization achieve ongoing success. The First Nations Education Steering Committee (FNESEC) has provided invaluable assistance since the establishment of the FNSA, and the First Nations Education Strategic Action Committee has also shared invaluable advice and support. The hundreds of people who have participated in FNSA events and programs are also responsible for the great progress that has been achieved.

FNSA membership increased substantially in the last year. To those schools that have supported the FNSA since our establishment, we offer our sincere gratitude. We are also extremely pleased to continue to welcome new schools to the Association. We look forward to continuing our efforts to support all First Nations schools as they strive to bring the highest quality education to their students. I am confident that the upcoming year will provide many exciting opportunities for us to come together once again, and to share our ideas and our continued commitment to First Nations education.

Greg Louie
FNSA President



Introduction and General Background

The First Nations Schools Association (FNSA) is a non-partisan organization committed to improving and supporting the development of quality and culturally appropriate education for First Nations learners. The FNSA was established in response to the need for an organization dedicated to communicating and addressing the common concerns of First Nations schools.

The FNSA is operated and directed by First Nations schools. It is incorporated as a non-profit society with charitable status.

The 2001/2002 Board of Directors and Executive included the following individuals.

President

Greg Louie, Maaqtusiis School

Vice President

Ernie Hill, Hartley Bay Elementary Secondary School

Treasurer

Barbara White, Qwam Qwam Stalicut School

Secretary

Sue Gower, Chalo School

Directors

Sue Alfred, Moricetown Elementary School

Carole Michel, Stein Valley Nlaka'pamux School

Georgina Nelson, Xit'olacw Community School

Gloria Nicholson, Tsawataineuk School

PJ Reimer, Yunesit'in 'Esgul (Stone) School

Robert Williams, 'a'q'amnik Primary

The FNSA undertakes many of its activities through an administrative agreement with the First Nations Education Steering Committee (FNESC). According to that agreement, the FNESC staff provides administrative support to the FNSA Board for the implementation of the FNSA workplan. The FNSA and FNESC also implement numerous programs in partnership as demonstrated in this Annual Report.



Information Sharing Activities

Each year, the FNSA sponsors a First Nations Schools Conference and Annual General Meeting (AGM). In 2001/2002, the FNSA Conference focused on Honouring Our Community Partnerships. That theme was intended to recognize the many people who assist First Nations schools and contribute to their programs and services for First Nations learners. The 2001 Conference and AGM provided an opportunity for over 200 representatives of First Nations schools to collectively consider ways to build stronger community relationships and achieve even greater success.

For the past three years, the FNSA has also attempted to address the challenging issue of teacher recruitment by organizing a Teacher Job Fair. That event has allowed First Nations schools to meet with teachers and administrators to discuss employment opportunities and potential work placements in the schools. The response to the Job Fairs has been very positive; many schools have filled job vacancies through contacts made at the events.

In the fall of 2001, the FNSA and FNEC also sponsored a Special Education Conference. That Conference focused on the issue of literacy, and particularly provided an opportunity to share information about successful reading programs. The Conference was extremely well attended, with over 200 enthusiastic people participating in the two-day event.

In addition to those information sharing activities, the FNSA regularly distributes relevant information as it arises. The Association also publishes a quarterly newsletter and maintains a web site at www.firstnations-schools.bc.ca.



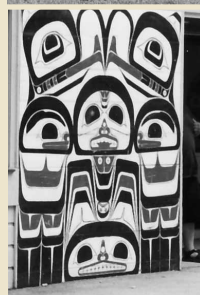
Working in Partnership for Change

In addition to its close working relationship with FNESC, the FNSA is pleased to be a member of the BC Aboriginal Education Partners Group. That group includes some of the most significant stakeholders in the BC education system, including FNESC, the FNSA, the Department of Indian Affairs (DIA), the BC Ministry of Education (MoE), the BC Teachers' Federation, the BC College of Teachers, the BC School Trustees Association, the BC School Superintendents Association, and the BC Principals and Vice Principals Association.

For the past two years, the Education Partners Group has focused on ways to implement the Memorandum of Understanding (MoU) signed in 1999. That MoU commits the Education Partners to "work within our respective organizations to improve school success for Aboriginal learners in British Columbia." Specifically, the Education Partners have begun their efforts with a focus on three issues: Aboriginal teacher recruitment, employment equity, and racism.

The Aboriginal teacher recruitment activities relate to the need to ensure greater representation of Aboriginal teachers in BC schools. To address that issue, the Education Partners established the Aboriginal Teacher Education Consortium (ATEC), which involves a representative of each of the Education Partners groups, as well as representatives of Teacher Education Programs in BC. The goal of that group is to increase the number of trained Aboriginal teachers in BC through the promotion of teaching as a profession, bridging programs to help interested Aboriginal candidates obtain the courses required to enter teacher education programs, and satellite teacher education programs organized in First Nations communities. Those initiatives will be taking place throughout the next several years.

The Education Partners Group has also established an Anti-Racism Working Group, which is planning several activities to address the sensitive issue of racism. That group has begun its work with awareness-raising and the distribution of relevant materials. With a generous funding grant from Heritage Canada,



an Anti-Racism Officer is also being hired to implement a number of additional activities in the coming months.

The Education Partners Group is also working on an Employment Equity Handbook, to assist employers in designing and implementing policies to increase the number of Aboriginal people working throughout the education system. The work of this sub-committee will continue into 2002/2003.

Gathering Strength Program

For the past several years, a primary component of FNSA activities has been the Gathering Strength program. For five years, the Department of Indian Affairs (DIA) has provided funding for this program as one component of its response to the report of the Royal Commission on Aboriginal Peoples. The FNSA, in partnership with FNEESC, has administered that funding for the BC region.

Since its establishment, the majority of funding provided through the Gathering Strength program has been distributed to First Nations schools and communities for locally-based activities. In 2001/2002, \$4 million was distributed to First Nations schools through a funding formula for projects related to school capacity building, stay-in-school, special education, curriculum development, literacy programming, and integration of services. \$1.8 million in funding was also distributed to First Nations communities for education related projects.

Annual Speakers Series Workshops

For the past four years, Gathering Strength funding has been used to implement a Speakers Series. That initiative involves the organization of approximately seventeen workshops in locations throughout BC. The workshops organized to date have included a focus on special education issues, community-wide programs to support young people, and board training. Parents, teachers, school board members, education workers, and community members have all participated in the annual Speakers Series, and the feedback has been consistently positive.





Special Education Toll-Free Resource Line

The 2001/2002 Gathering Strength program also included a continuation of the extremely successful Special Education Toll-Free Resource Line.

Through that initiative, First Nations educators and parents are connected with a special education teacher who is available to answer questions and share information about potential speakers, workshops, materials, and specific special education matters. Collected statistics demonstrate a continued increase in the use of the toll-free support line by people from all parts of the province.

FIRST NATIONS



PARENTS CLUB

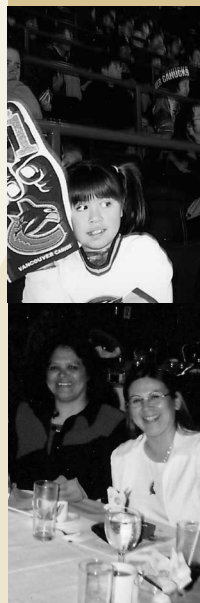
Parents Club

One of the most exciting Gathering Strength initiatives is the First Nations Parents Club, which was first initiated in 2000/2001 and expanded significantly in the past year.

Recognizing the key role of parents in encouraging educational success, that initiative involves the organization of locally-based parents clubs in First Nations communities, with parental information and support materials supplied by the FNSA. To date, over 2,000 members have enrolled in more than 90 locally-based clubs. Those members have received a specially designed First Nations Parents Handbook, a Parents Club Calendar with fun parenting suggestions, reading materials, and various incentives including mugs, vests, and book bags. The response to the Parents Club initiatives has been extremely positive, and it is expected that the Club will continue to be expanded in future years.

Language Curriculum Development Workshops

In 2000/2001, Gathering Strength funding was used to sponsor two Language Curriculum Development Workshops. Those workshops provided introductory information for First Nations representatives interested in undertaking the important task of developing curriculum for their language programs. The workshops were tremendously popular, and could not accommodate everyone who was interested. Reflecting that very strong response, four workshops in total were organized in 2001/2002: the repetition of two level one, introductory workshops, and the addition of two, second level workshops.



Those workshops again received a very strong response, with the workshops evaluation forms indicating that the information sharing and materials were very useful and relevant.

Gathering Strength Sponsored Research Projects and Materials Development

Each year, Gathering Strength funding is also used to implement a number of research projects. In 2001/2002, the FNSA and FNEsc sponsored two research projects using Gathering Strength funding. One of those projects focused on First Nations Board Training. An advisory committee with representatives of various service organizations worked with a contractor to create a handbook covering issues such as Board responsibilities, policy development, finances, personnel, and community relations.

In addition, the issue of record keeping was investigated through a research project that considered the design of effective record keeping mechanisms, possibly computerized, within the context of issues such as privacy rights and freedom of information considerations.

School Assessment Project

Throughout the past four years, the FNSA has been working actively to develop a school assessment framework that is appropriate for First Nations schools. That work began with research and an extensive consultation process that resulted in the creation of several assessment models designed to reflect the unique nature of First Nations schools. In 2000/2001, using funding provided by DIA, those models were used in a pilot school assessment process, which allowed nineteen schools to participate and test the newly developed information and assessment tools. The FNSA assisted with those projects by creating materials, implementing workshops for participating schools, and organizing external assessor training.

Based upon feedback gathered through the pilot projects, in 2001/2002 the FNSA significantly clarified its assessment process, and reached agreement on one model for use by all participating schools. The process has also expanded to include a mentoring initiative to complement the ongoing support



workshops and external assessor training. The school assessment process has resulted in very meaningful reviews of school operations which will undoubtedly result in significant school growth and benefits to both the participating schools and their learners. Based upon that success, the FNSA looks forward to continuing the very successful initiative in upcoming years.

Special Education Activities

For the past several years, special education has been an area of significant focus for the FNSA, particularly in terms of highlighting the critical shortage of special needs funding for First Nations schools. The FNSA, in partnership with FNEC, has contributed significantly to a national effort coordinated by the Assembly of First Nations. That national work focused on preparing a comprehensive funding request to the federal government. In December, 2001, that work resulted in an announcement by the federal government that \$30 million per year for each of the next two years would be provided for special education services in First Nations schools.

While awaiting that announcement, the FNSA and FNEC implemented a number of initiatives in anticipation of new special education funding for First Nations schools. In addition to the Toll-Free Support Line, the special education Speakers Series workshops, and the Special Education Conference, all described above, the FNSA and FNEC developed a regional special education policy and a community-level policy framework that will assist First Nations in the development of their own special education policies. In 2001/2002, an Acting Director of Special Education was also hired to support First Nations in their special education planning. In addition, a special education teacher was hired to travel to First Nations schools to assist them in identifying the special needs of their students, and in planning support programs and services. Finally, the FNSA has been assisting First Nations schools with the bulk purchase of special education resources to allow them to access lower costs and implement services as efficiently as possible.



The FNSA looks forward to even more efforts in the upcoming years, particularly given the new financial resources that soon will be available to First Nations schools.



Seventh Generation Club

One of the most successful FNSA initiatives of the past several years has been the Seventh Generation Club. That Club focuses on encouraging First Nations students to stay-in-school and make healthy life choices. With sponsorship from DIA, Health Canada, BC Hydro, the Vancouver Canucks, the BC Chiefs' Health Committee, and the FNSA, Club members receive regular newsletters, a school daytimer specifically designed for the Seventh Generation Club, as well as prizes for contests that are based upon participation and enthusiasm. The Seventh Generation Club has been an exceptionally successful initiative, with over 6500 First Nations students enrolled, and consistently positive responses from teachers and parents of Club members. The FNSA is proud to continue to administer such a meaningful initiative that aims to help First Nations students set high goals, strive for success, and feel proud of their culture and heritage.

Youth Program Administration

In 2001/2002, the FNSA and FNEC continued to cooperatively manage four youth programs that are funded by DIA – the Summer Science and Technology Camp Initiative, the Summer Student Career Placement Program, the Youth Work Experience Program, and the Cooperative Education Program. Proposal information for those programs is distributed to all First Nations each spring, and final reports are prepared upon completion of the projects. The FNSA is very pleased to lend its support for the very effective youth programs, which provide excellent learning and growth opportunities for First Nations young people.



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MANAGEMENT'S RESPONSIBILITY FOR FINANCIAL REPORTING
for the year ended March 31, 2002

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

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

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

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

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

Greg Louie
Chair
Board Of Directors

Barbara White
Treasurer
Board of Directors

AUDITORS' REPORT

FIRST NATIONS SCHOOLS ASSOCIATION

We have audited the statement of financial position of First Nations Schools Association as at March 31, 2002 and the statements of operations, changes in net assets, and cash flows for the year then ended. These financial statements are the responsibility of the Society. Our responsibility is to express an opinion on these financial statements based on our audit.

We conducted our audit in accordance with Canadian generally accepted auditing standards. Those standards require that we plan and perform an audit to obtain reasonable assurance whether the financial statements are free of material misstatement. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements. An audit also includes assessing the accounting principles used and significant estimates made by the management of the Society, as well as evaluating the overall financial statement presentation.

In our opinion, these financial statements present fairly, in all material respects, the financial position of the Society as at March 31, 2002 and the results of its operations for the year then ended in accordance with Canadian generally accepted accounting principles.

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

Reid Hurst Nagy

REID HURST NAGY
CERTIFIED GENERAL ACCOUNTANTS

MAY 17, 2002
RICHMOND, B.C.

Summary Statement of Revenue and Expenditures
for the year ended March 31, 2002

Statement 1

	2002		2001
	Budget	Actual	Actual
	\$	\$	\$
REVENUE			
First Nations Education Steering Committee Society Funding, Operations	158,755	159,755	148,044
First Nations Education Steering Committee Society Funding, Annual general meeting 72,586		-	
Membership fees	-	15,114	12,538
Interest income	-	5,938	5,520
Miscellaneous income	-	800	685
Seventh Generation Gala income	29,500	28,867	9,900
	188,255	283,060	176,687
EXPENDITURES			
Administration	3,700	27,403	1,672
Annual general meeting	-	8,333	5,385
Annual report	-	2,094	2,205
Board members	-	9,634	-
Catering	700	25,364	-
Directors meetings	47,500	39,399	38,783
Gala events	-	5,750	-
Facilities	3,000	15,565	1,000
Insurance	-	1,630	1,200
Newsletter	4,000	2,197	3,829
Office and miscellaneous	9,200	13,016	11,241
Professional fees	4,000	4,912	3,561
Rent 7,800	7,800	7,800	
Research	38,093	16,751	10,762
Speakers	-	4,377	-
Supplies	1,000	4,428	-
Telephone	4,000	5,579	5,153
Wages and benefits	57,044	57,044	58,400
Website development costs	-	-	5,000
Contribution to First Nations Education Steering Committee Society	20,000	20,000	20,000
	200,037	271,276	175,991
EXCESS OF REVENUE OVER EXPENDITURES	(11,782)	11,784	696
OPENING EQUITY	146,936	146,936	146,240
EQUITY AT END OF YEAR	135,154	158,720	146,936

The accompanying notes are an integral part of these financial statements

SUMMARY STATEMENT OF OPERATIONS AND CHANGES IN FUND BALANCES

For the year ended March 31, 2002

Statement 2

Schedule #	Opening Equity \$	FNEC Funding \$	2001		Total Revenue \$	Total Expenditures For the Year \$	Excess (Deficiency) For the Year \$	Transfers For the Year \$	Ending Equity (Deficit) \$
			Membership Fees \$	Other Revenue \$					
1	138,536	159,755	15,114	6,738	181,607	171,172	10,435	-	148,971
2	8,400	-	-	28,867	28,867	27,518	1,349	-	9,749
3	-	72,586	-	-	72,586	72,586	-	-	-
	146,936	232,341	15,114	35,605	283,060	271,276	11,784	-	158,720

The accompanying notes are an integral part of these financial statements

STATEMENT OF FINANCIAL POSITION

March 31, 2002

Statement 3

	2002	2001
	\$	\$
ASSETS		
CURRENT		
Cash	82,478	42,014
Prepaid expenses	1,130	-
	<hr/>	<hr/>
	83,608	42,014
CAPITAL (Notes 2b & 3)	509	1,469
OTHER		
Due from First Nations Education Steering Committee Society	77,012	106,822
	<hr/>	<hr/>
	161,129	150,305
	<hr/>	<hr/>
LIABILITIES		
CURRENT		
Accounts payable and accruals	1,900	1,900
	<hr/>	<hr/>
MEMBERS' EQUITY		
CAPITAL FUND (Notes 2b & 3)	509	1,469
OPERATING FUND	158,720	146,936
	<hr/>	<hr/>
	159,229	148,405
	<hr/>	<hr/>
	161,129	150,305
	<hr/>	<hr/>

Approved On Behalf of First Nations Schools Association:

Greg Louie

Barbara White

STATEMENT OF CASH FLOWS

For the year ended March 31, 2002

Statement 4

	2002 \$	2001 \$
CASH FLOWS FROM OPERATING ACTIVITIES		
Excess of revenues over expenditures	11,784	696
Capital asset purchases	4,230	4,230
	16,014	4,926
CHANGES IN NON-CASH WORKING CAPITAL ACCOUNTS		
Prepaid expenses	(1,130)	-
Accounts payable and accruals	-	700
	14,884	5,626
CASH FLOWS FROM FINANCING AND INVESTING ACTIVITIES		
Due from First Nations Education Steering Committee Society	29,810	17,672
Purchase of capital assets	(4,230)	(4,230)
	25,580	13,442
NET INCREASE IN CASH	40,464	19,068
CASH - BEGINNING OF THE YEAR	42,014	22,946
CASH - END OF THE YEAR	82,478	42,014
AS REPRESENTED BY:		
Cash	82,478	42,014

The accompanying notes are an integral part of these financial statements

NOTES TO THE FINANCIAL STATEMENTS

March 31, 2002

NOTE 1: SOCIETY, AIMS AND OBJECTIVES

The Society was incorporated under the Society Act on December 18, 1996. The Society obtained its Registered Charities status effective April 1, 1998.

The First Nations Schools Association serves First Nations schools to promote quality education and to maximize the available resources in order to improve the quality of education for First Nations students. The First Nations Schools 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 First Nations Schools 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.

NOTE 2: SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

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

a) Fund accounting

The First Nations Schools Association records accounting transactions using the fund accounting method generally in use for non-profit organizations. A fund is determined for the purpose of carrying on specific activities or attaining certain objectives in accordance with special regulations, restrictions or limitations. Each fund has its own statement of operations which presents the results of operations for the fund. The financial position of the Society is shown on the statement of financial position which included the assets, liabilities and equity of all funds presented in the financial statements.

b) Capital assets

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

Computer equipment	3 years
Equipment and furniture	5 years

NOTE 3: CAPITAL ASSETS

'Capital assets' is comprised of the following:

	COST	ACCUMULATED AMORTIZATION	2002 NET	2001 NET
	\$	\$	\$	\$
Computer equipment	1,273	764	509	764
Furniture and equipment	2,115	2,115	-	705
	<u>3,388</u>	<u>2,879</u>	<u>509</u>	<u>1,469</u>

Schedule of Operations

For the year ended March 31, 2002

Schedule 1

	Budget \$	2002 Actual \$	2001 Actual \$
REVENUE			
First Nations Education Steering Committee Society			
Funding, Operations	158,755	159,755	148,044
Membership fees	-	15,114	12,538
Interest income	-	5,938	5,520
Miscellaneous income	-	800	685
	158,755	181,607	166,787
EXPENDITURES			
Administration	-	750	1,172
Annual General meeting	-	-	5,385
Annual Report	-	2,094	2,205
Directors meetings			
- December meeting	8,500	8,354	6,672
- June meeting	8,500	7,495	9,118
- September meeting	8,500	12,664	8,624
- February meeting	8,500	9,246	-
- March meeting	8,500	851	8,336
- Miscellaneous meetings	5,000	789	6,033
Insurance	-	1,630	1,200
Newsletter	4,000	2,197	3,829
Office and miscellaneous	9,200	13,016	11,241
Professional fees	4,000	4,912	3,561
Rent 7,800	7,800	7,800	
Research	38,093	16,751	10,762
Telephone	4,000	5,579	5,153
Wages and benefits	57,044	57,044	58,400
Website development costs	-	-	5,000
Contribution to First Nations Education Steering Committee Society	-	-	20,000
Contribution to Seventh Generation - FNEC	20,000	20,000	-
	191,637	171,172	174,491
EXCESS (DEFICIENCY) OF REVENUE OVER EXPENDITURES	(32,882)	10,435	(7,704)
OPENING EQUITY	138,536	138,536	146,240
EQUITY AT END OF YEAR	105,654	148,971	138,536

The accompanying notes are an integral part of these financial statements

SCHEDULE OF SEVENTH GENERATION GALA*Schedule 2*

For the year ended March 31, 2002

	Budget \$	2002 Actual \$	2001 Actual \$
REVENUE			
Sale of tables	20,000	19,500	9,900
Silent Auction	8,000	7,867	-
Donation	1,500	1,500	-
	<hr/>	<hr/>	<hr/>
	29,500	28,867	9,900
<hr/>			
EXPENDITURES			
Administration	3,700	12,336	500
Catering	700	572	-
Gala events	-	5,750	-
Facilities	3,000	7,890	1,000
Supplies	1,000	970	-
	<hr/>	<hr/>	<hr/>
	8,400	27,518	1,500
<hr/>			
EXCESS OF REVENUE OVER EXPENDITURES	21,100	1,349	8,400
OPENING EQUITY	8,400	8,400	-
<hr/>			
EQUITY AT END OF YEAR	29,500	9,749	8,400

SCHEDULE OF ANNUAL GENERAL MEETING*Schedule 3*

For the year ended March 31, 2002

	Budget \$	2002 Actual \$	2001 Actual \$
REVENUE			
First Nations Education Steering Committee Society Funding, Annual general meeting	-	72,586	-
<hr/>			
EXPENDITURES			
Administration	-	14,318	-
Board members	-	9,634	-
Catering	-	24,792	-
Facilities	-	7,675	-
Miscellaneous	-	8,333	-
Supplies	-	3,457	-
Speakers	-	4,377	-
	<hr/>	<hr/>	<hr/>
	-	72,586	-
<hr/>			
EXCESS OF REVENUE OVER EXPENDITURES	-	-	-



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