



FIRST NATIONS SCHOOLS ASSOCIATION  
2007/2008 ANNUAL REPORT

*A Year in Review*



FIRST NATIONS SCHOOLS ASSOCIATION  
2007/2008 ANNUAL REPORT

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## LETTER FROM THE PRESIDENT



It is my pleasure to present the 2007/2008 First Nations Schools Association Annual Report. I hope you find that it demonstrates our ongoing commitment to supporting the collective work and vision of First Nations schools in BC, and that it communicates the many projects and successes we have enjoyed.

Firstly, I would like to thank those who have contributed to the FNSA's work this past year, including teachers, school administrators, other staff, and our education partners. The strong results we have achieved together are the result of your dedication and participation, and it is an honour to work on your behalf.

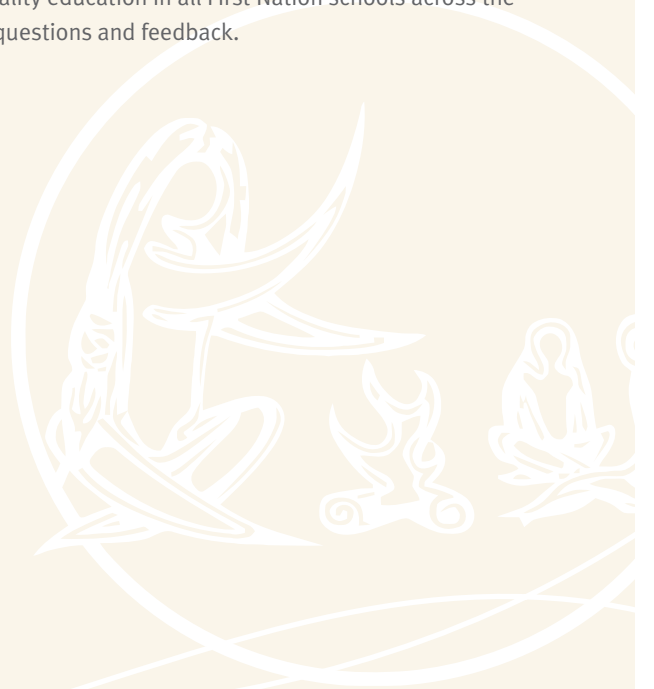
In the past year we have made tremendous strides toward our goals for First Nations schools. For example, with the recent passage of provincial and federal legislation that recognizes our jurisdiction for K-12 education on-reserve, several First Nations communities are now moving toward the critical stage of implementation. The option to exercise our jurisdiction over education is an important choice for First Nations, and one that will no doubt prompt much dialogue in the coming year.

Our other collective work also continues to be very strong. The FNSA school assessment project continues to have strong support from First Nations schools and other stakeholders, and the FNSA membership has now approved pilot projects to help advance the new teacher certification process for First Nations schools.

I invite new partners to join the FNSA in our work to support quality education in all First Nation schools across the province. Please do not hesitate to contact the FNSA with your questions and feedback.

Yours Respectfully,

Greg Louie, FNSA President



## INTRODUCTION TO FNSA



In 1996, First Nations schools in British Columbia (BC) called for the creation of a strong, independent body to address their common concerns and to organize communications and collective activities on their behalf. In response to this request, the First Nations Schools Association (FNSA) was founded and given a mandate to support First Nations schools in BC in their efforts to provide high quality education services. The FNSA is a registered non-profit society and charity.

The mission of the FNSA is to enhance the work being done in First Nations schools by facilitating dialogue, sharing information and resources, offering professional development opportunities to First Nations school staff, promoting excellence in First Nations education, and celebrating the successes of First Nations schools.

Over one hundred and twenty First Nations schools are members of the FNSA.

### Board of Directors

The FNSA Board of Directors is elected at each Annual General Meeting. Each Director represents member schools from a region of the province. The Board of Directors for 2008/2009:

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

Robert Matthew, Regional Representative  
Secwepemc/St'at'imc/Nlaka'pamux

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

Karen Aoki, Regional Representative  
Kwakwaka'wakw/Heiltsuk/Nuxalk/Oweekeno

Victor Jim, Secretary  
Gitksan/Wet'suwet'en

Jacque Ledoux, Regional Representative  
Secwepemc/St'at'imc/Nlaka'pamux

Sue Gower, Treasurer  
Kaska/Dene/Tahltan/Tagish/Inland Tlingit

Louise Lacerte, Regional Representative  
Tsihlot'in/Carrier/Seka

Karen Smith, Regional Representative  
Kootenay/Okanagan

Vacant, Regional Representative  
Nuu-chah-nulth/Coast Salish

## COMMUNICATION & INFORMATION SHARING



### First Nations Schools Association Conference & Annual General Meeting (AGM)

The FNSA Conference & AGM was held on April 25 and 26, 2008 in Vancouver. A total of 350 people attended, including teachers, school administrators, education coordinators, and other people involved in First Nations education. This event provided an opportunity for those professionals to network and learn from each other and from a wide variety of guest presenters.

This year's keynote speaker was former President of FNEESC, Deborah Jeffrey, who spoke about both the challenges and successes related to First Nations education in BC.

A special honorary membership presentation was also made to Christa Williams to recognize her tireless efforts to promote quality First Nations education, including her years of work on behalf of the FNSA and the First Nations Education Steering Committee (FNEESC).

### Other Information Sharing Activities

The FNSA distributes a regular newsletter with recent news and information for schools, administrators, and teachers. It also maintains a website at [www.fnsa.ca](http://www.fnsa.ca). One of the new features of the FNSA website in 2007 is the addition of an employment opportunities page for positions available in First Nations schools.

## PARTNERS IN EDUCATION



The FNSA maintains strong partnerships with many individuals and organizations that help it to achieve its goal of providing the best education possible to First Nations school students.

### First Nations Education Steering Committee

Since its inception, the FNSA has always maintained a close partnership with the First Nations Education Steering Committee (FNESC). FNESC provides administrative support to the FNSA through a fee-for-service agreement, and together the two organizations collaborate to meet their shared goal of improving education opportunities for First Nations learners in BC. More information about FNESC can be found on the website [www.fnesc.ca](http://www.fnesc.ca).

### First Nations Jurisdiction Over Education

With the successful passage of Bill C-34: the First Nations Jurisdiction Over Education in British Columbia Act in parliament in 2006, as well as the passage of provincial jurisdiction legislation in November of 2007, First Nations are now focusing on enhancing the foundation for implementing their jurisdiction for K-12 education on-reserve.

The first step of negotiating over a dozen First Nation Education Jurisdiction Agreements has taken place. Currently, First Nations are working to secure appropriate funding for jurisdiction, including sufficient funding for First Nations schools.

### English 12 First Peoples

One of the early achievements of the jurisdiction work has been the development of a new English 12 First Peoples (EFP12) course, which is now available for use in both provincial schools and First Nations schools in BC. The course was developed collaboratively by First Nations educators, English 12 teachers, and Ministry of Education representatives.

### Aboriginal Education Partners Group

The FNSA is a founding member of the Aboriginal Education Partners Group, which consists of the FNSA, FNESC, Indian and Northern Affairs Canada (INAC), the Ministry of Education, BC Teachers' Federation, BC College of Teachers, BC School Trustees Association, BC Superintendents Association, BC Confederation of Parents Advisory Council, the BC Principals' and Vice-Principals' Association, United Native Nations, and Métis Nation BC. The Education Partners Group was established in 1999 to work toward improved school success for Aboriginal learners in BC. In addition to the efforts of the individual partners, the Group continues to focus its collective efforts in three main areas: anti-racism, employment equity, and Aboriginal teacher recruitment.

### Anti-Racism

The Anti-Racism Working Group continues to strive to eliminate racism in the education system. The Working Group's initiatives, such as an Anti-Racism Toolkit and a policy template, are used across the province. Also, in 2007/2008, 25 workshops were delivered on anti-racism and diversity. The goals of the workshops included building local capacity and knowledge about racism and its impact on Aboriginal students, as well as building local leadership skills to eliminate racism.

### Employment Equity

The Employment Equity Working Group is a second subcommittee of the Education Partners Group. This working group strives to promote employment equity strategies that will break down some of the systemic barriers that prohibit the employment of Aboriginal teachers and other Aboriginal staff in BC schools.

### Aboriginal Teacher Education Consortium

The Aboriginal Teacher Education Consortium (ATEC) is working to increase the number of fully qualified Aboriginal teachers in classrooms across BC. ATEC has developed various resources, including the Teacher Education Access and Choices Handbook (TEACH), which is distributed to students in BC. ATEC has also developed an Aboriginal teacher recruitment strategy to foster greater interest in teaching as a career.

### Historica

Since 2003, the Historica Foundation of Canada and the FNSA have worked in partnership to promote history education in First Nations schools, and several communities across the province have taken advantage of the opportunity for First Nation schools and public schools to combine resources to share, explore and take pride in their unique histories. Each year, \$750 grants are provided for communities to jointly develop a Community Historica Fair. Twelve history fairs were sponsored in the 2007/2008 school year.

## FNSA PROGRAMS, SERVICES, AND RESEARCH



### First Nations Schools Assessment Project

For the past nine years, the First Nations Schools Assessment Project has been one of the central activities of the FNSA. This project is founded upon a model for school review that reflects the unique needs of First Nations schools in BC. The assessment process includes a thorough consideration of all areas of school programming in order to support the creation of a school growth plan. The overall goal of the assessment project is to assist schools in building upon their existing strengths and addressing critical challenges.

To date, over 120 First Nations schools have participated in the School Assessment Project, and they have generally indicated that it is a challenging but very worthwhile initiative that contributes to school planning efforts in a meaningful way.

Since its establishment, INAC has provided funding for schools undertaking an assessment project. In addition, funding provided by INAC has allowed the FNSA to facilitate training, information sharing workshops, as well as mentoring and external assessment components of the project. Each year, the FNSA prepares a collective summary of the projects undertaken.

### First Nations Schools Association Teacher Certification Process

In the past few years, one of the key areas of focus for the FNSA's support has been the promotion of effective school leadership, and the efforts undertaken in this area have highlighted the need to help principals provide more effective support to teachers through meaningful teacher supervision.

To address that challenge, in 2006 the FNSA sponsored five regional workshops to consider the skills, knowledge, and attitudes that are needed in order for teachers to be successful in a First Nations school environment. The input from those workshops was the inspiration for the FNSA Teacher Certification Process.

The focus of the FNSA Teacher Certification Process is the promotion of teachers' professional growth. The certification model is founded upon a set of First Nations Schools Teaching Standards and Competencies that were identified in collaboration by First Nations school representatives. In the FNSA Teacher Certification Process, principals and teachers will collaboratively explore the teacher's reflection of the Standards, Competencies, and Performance Indicators through thoughtful classroom observations by the principal as well as self-reflection by the teacher. The goal of those efforts is to help teachers recognize their teaching strengths, as well as areas for growth. Once those areas are identified, principals and teachers will work together to complete a Professional Growth Plan.

The FNSA Teacher Certification Process will also involve direct, in-school assistance for teachers and principals to help them explore teachers' performance. Specifically, FNSA staff – referred to as Regional Principals – will provide in-school assistance to principals and teachers as they work through the FNSA Teacher Certification Process. Regional Principals will visit participating schools throughout the school year.

The effectiveness of the process that has been designed will now be explored through 13 pilot projects that will begin in the Fall of 2008. The experience gained will be shared with all First Nations schools at the 2009 AGM, and the feedback received will be used to further the development of the certification process.

### School Measures and Data Collection Project

For several years, the FNSA has been exploring ways in which First Nations schools can measure student progress and use data to track program and school effectiveness. The overall goal of this work has been enhancing the ability of First Nations schools and the FNSA to highlight the important work being done in the schools and assisting them in maintaining accountability to their communities and to funding agencies.

In 2002, the FNSA implemented a research and consultation process that considered the collection, analysis, and use of data to inform school growth and programming. The results of that research were shared in four consultation workshops, which allowed participants to provide feedback regarding possibilities for standardized data collection and the potential role of the FNSA in managing the overall compilation and release of data from First Nations schools. The input provided by school representatives formed the basis of a detailed data collection framework based upon standards that were determined by First Nations schools,

That data collection framework has now been in use for almost five years, resulting in the collection of significant information related to the operations of and results being achieved by First Nations schools in BC. The FNSA and First Nations schools are committed to expanding this project in order to continue informing collective efforts, to maintain accountability for school effectiveness, and to contribute to the growth of First Nations schools.

The School Measures and Data Collection Report for 2007/2008 is now available on the FNSA website.

### The New Paths for Education & Parent and Community Engagement Programs

In 2007/2008, the FNSA and FNEC were once again responsible for managing the New Paths for Education (NPE) Program for BC First Nations schools and communities. Funding for this program is provided by INAC to address the themes of Capacity Building, Improving School Effectiveness, and School to Work Transitions.

The FNSA and FNEC also have been responsible for jointly administering the INAC Parental and Community Engagement Program (PCE) for First Nations schools and communities in the BC region for the past 4 years. The PCE program supports activities to encourage parental and community involvement in all aspects of education programming.

In addition, new funding was received this year from the New Relationship Trust. FNEC and the FNSA distributed this funding through the New Paths work plan in order to reduce administrative work for schools and communities.

#### Community and School Grants

As in previous years, in 2007/2008 a majority of the funding available for these programs was distributed directly to First Nation schools and communities for locally-delivered activities.

Through the NPE program, an allocation of \$2,462,616 was distributed to 126 First Nations schools, and \$2,050,262 was distributed to 195 First Nations communities. Schools and communities used those grants to support activities such as professional development opportunities, workshops, resource acquisition, the creation of new materials, student support services, governance development, and language and cultural programming.

This year, \$235,500 of the PCE funding was distributed to 122 First Nations schools, and \$250,972 of the PCE funding was distributed to 166 First Nations communities. The initiatives undertaken with that funding were intended to increase the self-confidence of parents, which would ideally inspire their greater involvement in education programs. The initiatives were also aimed at increasing parental involvement in school operations, promoting awareness of the importance of good nutrition and adequate physical activity for the health of First Nations students and families, and supporting meaningful efforts by schools to address the real, systemic barriers to First Nations parental involvement.

The funding received from the New Relationship Trust, which totaled \$693,000, was used to support language and arts achievement, math achievement, and science achievement.

Additional information on all of activities undertaken can be found on the FNEC website.

### NPE and PCE Collective Activities

In addition to the distribution of grants for local initiatives, the NPE and PCE programs also support a variety of collective services to support First Nation schools and communities. Each year, the level of funding to be used for these activities is approved by participants in the FNSA Annual General Meeting and the FNEC Regional Sessions.

For example, since 2004/2005, FNEC and the FNSA have dedicated a significant portion of the New Paths for Education funding to the employment of a Principal Support Person, who provides direct assistance to schools through telephone, e-mail, and school visits. The Principal Support Person has shared advice and information related to school assessments, staff evaluations, language curriculum development, policy preparation, parental involvement, and the enhancement of community capacity for effective school governance.

Also, since 2000/2001, FNEC and the FNSA have sponsored a First Nations Parents Club to support First Nations in organizing local parent groups that reflect the unique needs of each community. In 2007/2008, there were 128 locally based parents clubs throughout BC, with a growing membership of approximately 2,733 First Nations parents. Throughout the past year, incentive gifts were distributed to these clubs, including books, magazine subscriptions, book bags, games, mugs, t-shirts, and picture frame magnets supporting literacy initiatives. Parent Club certificates also were distributed to parents at the end of the school year in recognition of their commitment to their local groups.

In addition, for several years FNEC and the FNSA have sponsored the attendance of First Nations parents at the BC Confederation of Parent Advisory Council (BCCPAC) Conference. Last year, 16 First Nations parents attended that event, which provided an important opportunity for the participating parents to learn more about the education system and ways for parents to support their children's education. The ongoing involvement of First Nations parents also facilitates the addition of their voice to the BC school system and highlights their important perspectives on education matters.

Finally, the FNSA held a Parents Conference at the Coast Plaza Hotel in Vancouver, BC on February 28th and 29th, 2008. That conference provided an opportunity for parents to come together and attend workshops related to parenting and ways to support education at home. The conference was offered free of charge, and parents clubs were eligible to send two members to the conference, with all travel expenses paid by the FNSA. The Parents Conference had 152 participants, with 69 local clubs represented. The Anishnaabe Place parents club was the co-host of the event.

## Teacher Recruitment and Retention: Professional Development Program

In 2007/2008, \$326,155 in Teacher Recruitment and Retention: Professional Development funds were distributed to 118 of 126 First Nations Schools. These grants were used to assist with the recruitment and retention of qualified teachers and educators, and a significant portion of the funding was used for professional development opportunities. 1,695 school personnel participated in professional development training through this initiative. Other sources of funding also were sought by the individual schools to meet their project costs.

## Seventh Generation Club

The Seventh Generation Club was established over 11 years ago to support First Nations students in achieving their goals in education and in making healthy choices in all aspects of their lives.

The Club encourages students to make well-informed choices, participate in extra-curricular activities, and contribute to their communities. Perhaps most importantly, through various fun contests and activities, the Club encourages young people to stay in school. The Club has enjoyed a steady climb in participation and now includes 8000 members from across BC.

The FNSA manages the Seventh Generation Club in partnership with FNEC and with other committed partners such as Indian & Northern Affairs Canada, the Historica Foundation, and the Vancouver Canucks. The club's activities include: distribution of school daytimers to each member; sponsorship of an annual Science Day and an annual Sports Day; and the publication of five newsletters each year. The club also maintains a website at [www.seventhgenerationclub.com](http://www.seventhgenerationclub.com).

## Special Education Program

For over ten years, the FNSA and FNEC have been striving to support First Nations schools in their efforts to meet the educational needs of all students – including those with special needs. Past work has included research, consultations, and work with the federal government to ensure the provision of resources for special education services in First Nations schools. In January 2003, those efforts resulted in the release of new special education funding for First Nations students living on-reserve and, based upon direction from First Nations schools and communities, FNEC and the FNSA were selected as the management authorities for that funding in the BC region.

Since that time, the Special Education Program (SEP) has continued to be successfully administered by the FNSA and FNEC. The majority of the SEP funding (85%) is allocated directly to schools, and the remaining funds are used for provincially coordinated activities to support First Nation schools' special education initiatives.

In terms of collective support, speech language services continue to be a high priority for First Nations schools in BC, and fourteen Speech Language Pathologists (SLPs) were contracted to deliver services to over forty-five schools across the province in 2007/2008. The collective activities also include the new First Nations Speech and Language Resource Line, which connects teachers, administrators, parents, and service providers to the information they need for First Nations students with speech language needs. This line was developed based upon needs expressed by communities at the 2006 SEP regional sessions. In addition, a new First Nation Speech and Language Assistant Certificate Program was implemented through NVIT. That program will prepare students to work at the para-professional level in the speech and language field under the direction of a speech language pathologist. Funding for this program has been partially provided by the Ministry of Children and Families.

Also new this year was the development of a partnership with SET-BC. SET-BC is a provincial organization mandated to provide assistive technology and support to students who are physically dependent, visually impaired, or autistic. Through a new collaborative agreement between the FNSA and SET-BC, First Nations schools now have access to technologies that will assist them in providing all students with relevant and effective education programs.

FNESC and the FNSA also continue to provide assistance to First Nations schools through provincially coordinated student assessments. 152 psycho-educational assessments were provided directly through FNESC and the FNSA in the 2007/2008 school year. Many schools also used a portion of their SEP grants to fund additional assessments.

Finally, the toll-free Special Education Line was once again made available to parents and staff working with First Nations children, providing access to the services of a special education consultant for a wide range of topics. A monthly Connections newsletter is provided through the toll-free line, as is an e-mail list serve that connects educators in First Nations schools.

### First Nations SchoolNet Program

The First Nations SchoolNet Program is an initiative of INAC that promotes the connection of First Nation schools in Canada to the Internet and bringing Information and Communication Technologies (ICT) to First Nations schools and communities in British Columbia.

SchoolNet funding for 2007/2008 was used to provide the following benefits to First Nations schools:

- Funding of Internet connections for First Nations schools
- Assistance with the implementation of broadband connectivity in schools
- Help desk services with a toll-free number
- In-service ICT-related workshops
- Technical support for repairing, installing, networking computers etc.
- Microsoft Office and XP volume licensing
- Licensing costs for Access Copyright
- eLearning initiatives such as COOL School and Open School
- e-mail and website hosting support
- Online technology-based newsletter titled "SchoolNet News"
- Language Lab for recording and archiving culture and heritage
- eLibrary license for Internet-based teaching and learning solutions

### Youth Information Technology Program

The goal of the Youth Information Technology Program (Y-IT) is to build youth employability skills and increase community capacity in the area of Information Communication Technology (ICT). Y-IT is intended for Aboriginal youth between the ages of 15 and 30.

Y-IT provides youth the opportunity to earn money in their community through a work experience program. Participating youth gain experience and employability skills as they shadow members of the community who are willing to share their knowledge of community specific technology.

In addition to the work experience component, the youth engage in an online computer fundamentals course called IC3. The course provides the students with a range of computer skills that translate into the student making a greater contribution during their work experience. An internationally recognized certificate is presented to the student after completion of the IC3 course.

The Y-IT program is in its third year and continues to grow in numbers and in popularity.

### First Nations and Inuit Youth Employment Strategy Programs

The First Nations and Inuit Youth Employment Strategy Program (FNIYES) was launched in 1996 by the Government of Canada to help youth gain the work experience, knowledge, skills and information they need to make a successful transition to the workplace. The goals of FNIYES are to emphasize the importance of education for effective labour market participation and to provide opportunities for First Nations and Inuit youth to build their job skills. In 2007/08, FNEC and the FNSA once again jointly administered FNIYES for the BC region.

The Student Summer Employment Opportunities Program supports opportunities for summer work experience and training for in-school First Nations students. In 2007/2008, the \$837,399 available for the program was allocated through a base-plus-per-capita formula, and 183 of the 195 eligible First Nations accessed their grants. The program supported work experiences for 594 participants.

The Science and Technology Program (STP) promotes science and technology as a career choice by providing First Nations youth with experience in various science and technology disciplines. In 2007/2008, \$201,149 was provided for that program, which allowed for the approval of 42 of the 56 proposals for funding. The STP supported 1,868 participants with exciting science and technology opportunities.

The Youth Work Experience Program (YWEP) sponsors supervised work experience for out-of-school, unemployed, or under-employed youth. With \$1,056,700 in funding, 22 of the 52 applications were approved for funding in 2007/2008. The YWEP supported 167 participants in a variety of community-based projects.

The Career Promotion and Awareness Program supports cooperative education programs for First Nations youth in First Nations schools. With the \$423,999 available in 2007/2008, 12 of the 18 submitted proposals were approved for funding. The CPAP supported 665 participants in on-reserve First Nations school programs.

## “I’M PROUD OF MY SCHOOLS BECAUSE...”



In 2007, the FNSA asked the staff of First Nations schools why their school is important to their community and to their students. The following is a small sample of the wonderful responses that were sent to the FNSA office. Other samples continue to be shared in FNSA newsletters and publications.

**Xit’olacw Community School, Mt Currie, BC**

**Gladys Joe – Library Technician**

*I’m proud of my school because...*

*“As soon as the children walk through the door, they know they are coming to a building where they will be kept safe, made to feel special, and they know they are important. Our students know it’s a place where they feel a sense of belonging.”*

**Bella Bella Community School, Bella Bella, BC**

**Lillian Allen – Teacher**

*I’m proud of my school because...*

*“Everyone cares for one another. When I walk through the halls of the school ... students, staff, parents and community members greet me with a warm hello and smile. When someone is feeling blue, someone else will always step up with a kind word or a hug. When someone is happy, there is always someone to share the joy”*

**Na Aksa Gila Kyew Learning Centre, Kitsumkalum Village, BC**

**Charlotte Guno – Principal**

*I’m proud of my school because...*

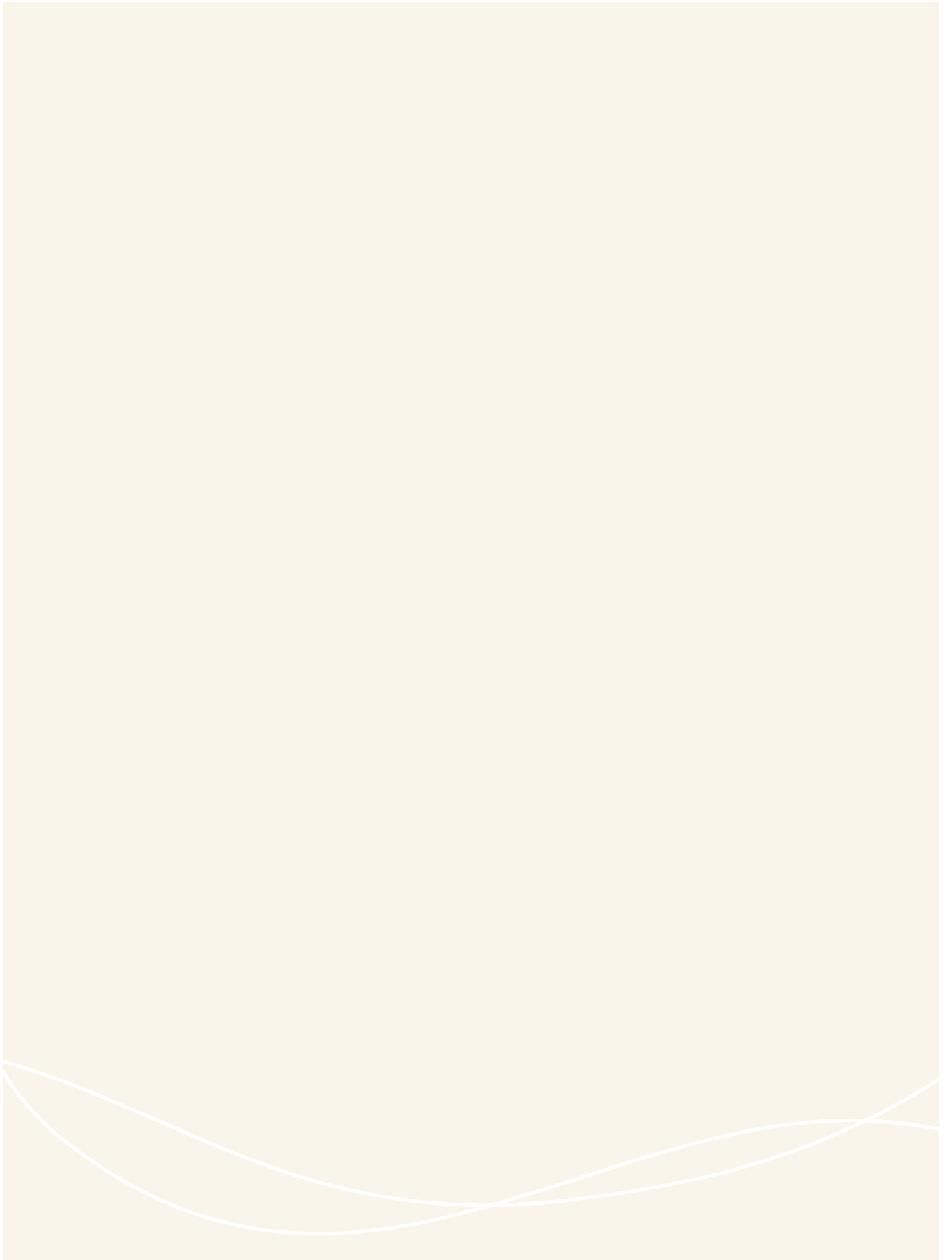
*“Students are at the school because they want to be. We have a one of a kind teacher who teaches math, English, science, history, CAPP, family management, accounting, and physical education. Our teachers magnetize our students to learning, healthy living, and to believe in themselves.”*

**Gitwangak Wilp School, Kitwanga, BC**

**Gale Morgan - Teacher**

*I’m proud of my school because...*

*“This is our first year for k-4 and we have 11 students. Our school was involved in cooking soup for our elders. We had a basket social and made cookies, and cupcakes. We went on a hunting trip for two days in Houston. We dads got two moose. We learned how to cut and skin the moose. We then preserved the meat. We smoked ribs and gave it to our elders. I’m proud because our students get involved with their community. Our students have made a positive impact in our community.”*



## FIRST NATIONS SCHOOLS ASSOCIATION

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March 31, 2008

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MARCH 31, 2008

**FNSA**



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Toll Free 1-877-422-8672

## **MANAGEMENT'S RESPONSIBILITY FOR FINANCIAL REPORTING For The Year Ended March 31, 2008**

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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 Inc. in accordance with Canadian generally accepted auditing standards on behalf of the members. Reid Hurst Nagy Inc. have full access to the First Nations Schools Association.

  
\_\_\_\_\_  
Greg Louie, ~~Chair~~ Board Of Directors

  
\_\_\_\_\_  
Sue Gomez, Treasurer, Board Of Directors

[www.fnsa.ca](http://www.fnsa.ca)



## AUDITORS' REPORT

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### FIRST NATIONS SCHOOLS ASSOCIATION

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We have audited the statement of financial position of First Nations Schools Association as at March 31, 2008 and the statements of revenue and expenditures, operations and changes in fund balances, 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, 2008, the results of its operations and cash flows for the year then ended in accordance with Canadian generally accepted accounting principles.

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

*Reid Hurst Nagy Inc.*  
REID HURST NAGY INC.  
CERTIFIED GENERAL ACCOUNTANTS

JUNE 05, 2008  
RICHMOND, B.C.

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Practicing as Professional Corporations

MARCH 31, 2008

# AUDITED FINANCIAL STATEMENTS

## FIRST NATIONS SCHOOLS ASSOCIATION

### SUMMARY STATEMENT OF REVENUE AND EXPENDITURES For the Year Ended March 31, 2008

Statement 1

	Budget \$	2008 Actual \$	2007 Actual \$
<b>REVENUE</b>			
First Nations Education Steering Committee Society			
Funding, Operations	192,129	192,129	222,129
Health Canada	147,277	147,277	139,077
Membership fees	18,000	17,801	23,508
Interest income	-	28,784	22,185
ArtStarts contributions and miscellaneous	17,500	17,500	18,958
Seventh Generation Gala income	-	-	34,969
Annual general meeting vendors' table income	1,560	3,890	2,540
Conference registration	10,952	11,777	5,800
	387,418	419,158	469,166
<b>EXPENDITURES</b>			
Administration	7,200	7,200	13,007
Artists in education program*	35,000	29,725	21,025
Audio visual equipment	320	313	5,635
Annual report	3,000	2,876	2,800
Board members	6,500	6,790	8,602
Catering	43,320	37,536	56,676
Communications support	8,200	5,611	6,004
Directors' meetings	95,500	37,002	40,687
Gala events	-	-	2,654
Facilities	12,000	10,906	19,388
Insurance	3,400	3,340	3,343
Focus group - travel	-	-	3,127
Newsletter	5,000	3,855	23,750
Office and miscellaneous	24,685	13,207	15,536
Professional fees	5,500	4,287	6,400
Rent	7,800	7,800	7,800
Research	20,000	42,535	10,200
School grants	20,000	12,504	-
Silent auction items	-	(20)	4,888
Speakers	28,200	28,207	7,677
Supplies	18,402	16,450	17,496
Wages and benefits	46,529	46,529	46,529
Workshop - arrangements	-	-	13,019
Workshop - travel	92,000	82,995	73,148
Workshop - venue	15,000	10,217	10,198
	497,556	409,865	419,589
<b>(DEFICIENCY) EXCESS OF REVENUE OVER EXPENDITURES</b>	(110,138)	9,293	49,577
<b>FUND BALANCE, BEGINNING OF THE YEAR</b>	444,544	444,544	396,721
<b>SURPLUS REPAID</b>	-	-	(1,754)
<b>FUND BALANCE, END OF THE YEAR</b>	334,406	453,837	444,544

\*The remaining balance is committed subject to reports submitted by schools.

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, 2008**

Statement 2

Schedule #	FNESC Funding \$	Membership Fees \$	Other Revenue \$	Total Revenue \$	Total Expenditures \$	Excess For the Year \$	Beginning Fund Balance \$	Transfers For the Year \$	Surplus Repaid \$	Ending Fund Balance \$
Core Operation	192,129	17,801	46,284	256,214	189,715	66,499	298,001	(50,000)	-	314,500
Seventh Generation Gala	-	-	-	-	(20)	20	60,117	-	-	60,137
Annual General Meeting and Conference	-	-	15,667	15,667	85,072	(69,405)	57,066	50,000	-	37,661
National Youth Suicide Prevention Strategy	-	-	70,000	70,000	49,191	20,809	20,252	-	-	41,061
Fetal Alcohol Spectrum Disorder	-	-	77,277	77,277	85,907	(8,630)	9,108	-	-	478
	192,129	17,801	209,228	419,158	409,865	9,293	444,544	-	-	453,837

The accompanying notes are an integral part of these financial statements

MARCH 31, 2008

# AUDITED FINANCIAL STATEMENTS

## FIRST NATIONS SCHOOLS ASSOCIATION

STATEMENT OF FINANCIAL POSITION  
March 31, 2008

Statement 3

	2008	2007
	\$	\$
<b>ASSETS</b>		
CURRENT		
Cash	790,072	566,216
Prepaid expenses	1,012	1,780
	<b>791,084</b>	<b>567,996</b>
<b>LIABILITIES</b>		
CURRENT		
Accounts payable and accruals	2,602	6,125
Due to First Nations Education Steering Committee Society	334,645	117,327
	<b>337,247</b>	<b>123,452</b>
<b>FUND BALANCE</b>		
Unrestricted	453,837	444,544
	<b>791,084</b>	<b>567,996</b>

Approved On Behalf of First Nations Schools Association:

\_\_\_\_\_  
*Greg Louie*

\_\_\_\_\_  
*Len Merriman*

**FIRST NATIONS SCHOOLS ASSOCIATION**

**STATEMENT OF CASH FLOWS  
For the Year Ended March 31, 2008**

**Statement 4**

	<b>2008</b>	<b>2007</b>
	<b>\$</b>	<b>\$</b>
<b>CASH FLOWS FROM OPERATING ACTIVITIES</b>		
Excess of revenue over expenditures	9,293	49,577
Surplus repaid	-	(1,754)
	<b>9,293</b>	<b>47,823</b>
<b>CHANGES IN NON-CASH WORKING CAPITAL ACCOUNTS</b>		
Accounts receivable	-	20,715
Prepaid expenses	768	(1,780)
Accounts payable and accruals	(3,523)	(4,714)
	<b>6,538</b>	<b>62,044</b>
<b>CASH FLOWS FROM FINANCING AND INVESTING ACTIVITIES</b>		
Due from First Nations Education Steering Committee Society	217,318	170,351
<b>NET INCREASE IN CASH</b>	<b>223,856</b>	<b>232,395</b>
<b>CASH - BEGINNING OF THE YEAR</b>	<b>566,216</b>	<b>333,821</b>
<b>CASH - END OF THE YEAR</b>	<b>790,072</b>	<b>566,216</b>

## FIRST NATIONS SCHOOLS ASSOCIATION

### NOTES TO THE FINANCIAL STATEMENTS

March 31, 2008

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

First Nations Schools Association was incorporated under the Society Act of British Columbia on December 18, 1996. The Society obtained its Registered Charity 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 follows the restricted fund method of accounting for contributions.

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

- Core Operation Fund;
- Seventh Generation Gala;
- Annual General Meeting and Conference;
- National Youth Suicide Prevention Strategy; and
- Fetal Alcohol Spectrum Disorder.

The Capital Fund reports the assets, liabilities, revenues and expenses related to the Society's capital assets. As at the year end date, the capital assets have been fully depreciated.

##### b) 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.

##### c) Budget figures

All budget figures were prepared by management and are unaudited.

## FIRST NATIONS SCHOOLS ASSOCIATION

### NOTES TO THE FINANCIAL STATEMENTS

March 31, 2008

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#### NOTE 3: FINANCIAL INSTRUMENTS

The Society's financial instruments consist of cash, accounts payable and accruals, and amounts due to a related party. 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.

#### NOTE 4: ECONOMIC DEPENDENCE

First Nations Schools Association is economically dependent on funding from First Nations Education Steering Committee (45.8% in 2008 and 47.3% in 2007) and Health Canada (35% in 2008 and 30% in 2007).

MARCH 31, 2008

# AUDITED FINANCIAL STATEMENTS

## FIRST NATIONS SCHOOLS ASSOCIATION

### SCHEDULE OF CORE OPERATIONS For the Year Ended March 31, 2008

Schedule 1

	Budget \$	2008 Actual \$	2007 Actual \$
<b>REVENUE</b>			
First Nations Education Steering Committee Society			
Funding, Core Operation	192,129	<b>192,129</b>	222,129
Membership fees	18,000	<b>17,801</b>	23,508
Interest income	-	<b>28,784</b>	22,185
ArtStarts contributions	17,500	<b>17,500</b>	18,958
	227,629	<b>256,214</b>	286,780
<b>EXPENDITURES</b>			
Administration	3,000	<b>3,000</b>	3,000
Artists in education program*	35,000	<b>29,725</b>	21,025
Annual report	3,000	<b>2,876</b>	2,800
Communications support	8,200	<b>5,611</b>	6,004
Directors meetings			
- December meeting	14,000	<b>10,236</b>	13,063
- June meeting	10,000	<b>9,022</b>	7,567
- September meeting	10,000	<b>9,471</b>	6,687
- February meeting	10,500	<b>5,594</b>	8,407
- General meeting	10,000	<b>1,408</b>	4,682
- Travel	50,000	<b>1,270</b>	281
Insurance	3,400	<b>3,340</b>	3,343
Office and miscellaneous	15,300	<b>7,011</b>	12,790
Professional fees	5,500	<b>4,287</b>	6,400
Office rent	7,800	<b>7,800</b>	7,800
Research	20,000	<b>42,535</b>	10,200
Wages and benefits	46,529	<b>46,529</b>	46,529
	252,229	<b>189,715</b>	160,578
<b>EXCESS OF REVENUE OVER EXPENDITURES</b>	(24,600)	<b>66,499</b>	126,202
<b>FUND BALANCE, BEGINNING OF THE YEAR</b>	298,001	<b>298,001</b>	276,434
<b>INTER-FUND TRANSFER</b>	(53,000)	<b>(50,000)</b>	(104,635)
<b>FUND BALANCE, END OF THE YEAR</b>	220,401	<b>314,500</b>	298,001

\*The remaining balance is committed subject to reports submitted by schools.

**FIRST NATIONS SCHOOLS ASSOCIATION**

**SCHEDULE OF SEVENTH GENERATION GALA  
For the Year Ended March 31, 2008**

Schedule 2

	Budget \$	2008 Actual \$	2007 Actual \$
<b>REVENUE</b>			
Sale of tables	-	-	20,489
Silent auction	-	-	14,356
Donation	-	-	124
	-	-	34,969
<b>EXPENDITURES</b>			
Administration	-	-	189
Audio visual equipment	-	-	2,170
Catering	-	-	14,435
Gala events	-	-	2,654
Facilitators	-	-	2,155
Silent auction items	-	(20)	4,888
Supplies	-	-	961
	-	(20)	27,452
<b>EXCESS OF REVENUE OVER EXPENDITURES</b>	-	<b>20</b>	7,517
<b>FUND BALANCE, BEGINNING OF THE YEAR</b>	60,117	<b>60,117</b>	49,600
<b>INTER-FUND TRANSFER</b>	-	-	3,000
<b>FUND BALANCE, END OF THE YEAR</b>	60,117	<b>60,137</b>	60,117

# AUDITED FINANCIAL STATEMENTS

## FIRST NATIONS SCHOOLS ASSOCIATION

### SCHEDULE OF ANNUAL GENERAL MEETING AND CONFERENCE For the Year Ended March 31, 2008

Schedule 3

	Budget \$	2008 Actual \$	2007 Actual \$
<b>REVENUE</b>			
Conference registration	10,952	11,777	5,800
Vendors' tables	1,560	3,890	2,540
	12,512	15,667	8,340
<b>EXPENDITURES</b>			
Audio visual equipment	320	313	3,465
Board members	6,500	6,790	8,602
Catering	33,320	33,312	35,239
Facilities	-	-	9,846
Office expenses	9,350	16,450	7,133
Speakers	28,200	28,207	7,677
	77,690	85,072	71,962
<b>(DEFICIENCY) OF REVENUE OVER EXPENDITURES</b>	(65,178)	(69,405)	(63,622)
<b>FUND BALANCE, BEGINNING OF THE YEAR</b>	57,066	57,066	70,688
<b>INTER-FUND TRANSFER</b>	50,000	50,000	50,000
<b>FUND BALANCE, END OF THE YEAR</b>	41,888	37,661	57,066

**FIRST NATIONS SCHOOLS ASSOCIATION**

**SCHEDULE OF NATIONAL YOUTH SUICIDE PREVENTION STRATEGY  
For the Year Ended March 31, 2008**

Schedule 4

	<b>Budget</b>	<b>2008</b>	<b>2007</b>
	<b>\$</b>	<b>Actual</b>	<b>Actual</b>
		<b>\$</b>	<b>\$</b>
<b>REVENUE</b>			
Health Canada	70,000	<b>70,000</b>	70,000
<b>EXPENDITURES</b>			
Administration	4,200	<b>4,200</b>	9,818
Catering	10,000	<b>4,224</b>	7,002
Focus group	-	-	3,127
Newsletter	5,000	<b>3,855</b>	23,750
Office expenses	9,052	-	9,401
School grants	20,000	<b>12,504</b>	-
Workshop - travel	42,000	<b>24,408</b>	33,512
Workshop arrangement	-	-	13,019
	<b>90,252</b>	<b>49,191</b>	<b>99,629</b>
<b>EXCESS / (DEFICIENCY) OF REVENUE OVER EXPENDITURES</b>	(20,252)	<b>20,809</b>	(29,629)
<b>FUND BALANCE, BEGINNING OF THE YEAR</b>	20,252	<b>20,252</b>	-
<b>INTER-FUND TRANSFER</b>	-	-	51,635
<b>SURPLUS REPAID</b>	-	-	(1,754)
<b>FUND BALANCE, END OF THE YEAR</b>	-	<b>41,061</b>	20,252

# AUDITED FINANCIAL STATEMENTS

## FIRST NATIONS SCHOOLS ASSOCIATION

### SCHEDULE OF FETAL ALCOHOL SPECTRUM DISORDER For the Year Ended March 31, 2008

Schedule 5

	Budget \$	2008 Actual \$	2007 Actual \$
<b>REVENUE</b>			
Health Canada	77,277	77,277	69,077
<b>EXPENDITURES</b>			
Facilitator	12,000	10,906	7,388
Office expenses	9,385	6,198	2,747
Workshop travel	50,000	58,586	39,636
Workshop venue	15,000	10,217	10,198
	86,385	85,907	59,969
<b>(DEFICIENCY) / EXCESS OF REVENUE OVER EXPENDITURES</b>	(9,108)	(8,630)	9,108
<b>FUND BALANCE, BEGINNING OF THE YEAR</b>	9,108	9,108	-
<b>FUND BALANCE, END OF THE YEAR</b>	-	478	9,108

This Fund was created during the 2006/07 fiscal year.





FIRST NATIONS SCHOOLS ASSOCIATION

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