



Annual Report 2006-07

First Nations Schools Association

Annual Report 2006-07

First Nations Schools Association

A Year in Review

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A Year in Review: Letter from the President

The past year has been an exciting one for First Nations schools and the First Nations Schools Association. It's a pleasure to be able to present the 2006/2007 FNSA Annual Report for the 2006/2007 year and I hope that it demonstrates the many activities, projects, and successes of the past year for First Nations schools in British Columbia (BC).

I want to thank all the teachers, school administrators, staff, and everyone else who worked so tirelessly over the past year. The results of your dedication can be seen throughout this report: in the faces of the students in the photos, in the projects that have been successfully completed, and in the partnerships that we maintain. It has been an honour to work with each and every one of you.

In the past year we have made significant strides in First Nations education. Bill C-34, the *First Nations Jurisdiction over Education in British Columbia Act* was successfully passed federally, formally enabling the agreements that were signed in July 2006. A new course, English 12 First Peoples was created and is now being piloted in schools across the province. Wonderful achievements have been made in the areas of data collection, teacher and school certification and standards, special education, language courses and curriculum, and many others. I am proud to share them with you through this report.

I look forward to next year as we continue to grow, forge new relationships and partnerships, and strengthen existing ones. I eagerly await jurisdiction over education in First Nations schools being formally put into action and the beginning of other exciting new endeavors. I invite each of you to join us in our goal of offering quality education in our First Nations schools and I hope you will contact us with your questions and feedback throughout the coming year.

Greg Louie
FNSA President

Introduction to FNSA

The First Nations Schools Association (FNSA) is a non-partisan organization committed to promoting First Nations control of education and to improving and supporting the development of quality and culturally appropriate education for First Nations students.

The FNSA works to provide support to all First Nations schools, under the guidance of its board members, each representing a member First Nations school. In 2006/2007, 127 of the 130 First Nations schools in BC were members of the FNSA and there was one additional associate member. The 2006/2007 Board of Directors and Executive included:

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

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

Victor Jim, Secretary, *Gitksan/Wet'suwet'en Region*

Len Merriman, Treasurer, *Kwakiutl/Heiltsuk/Nuxalk/Oweekeno Region*

Janice Antoine, Regional Representative, *Secwepemc/St'at'imc/Nlaka'pamux Region*

Louise LaCerte, Regional Representative, *Tsibhqot'in/Carrier/Sekani Region*

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

Kaleb Child, Regional Representative, *Nuu-chah-nulth/Coast Salish Region*

Deavlan Bradley, Regional Representative, *Kaska/Dene/Tabltan/Tagish/Inland Tlingit Region*

Karen Smith, Regional Representative, *Kootenay/Okanagan*

The FNSA is a registered non-profit society and charity.



Seventh Generation Club member school, Chehalis Community School

Communication and Information Sharing

First Nations Schools Association Conference and AGM

Over 250 participants attended the annual FNSA Conference, held April 20 and 21, 2007, in Vancouver, BC. The theme was *Quality Programs and Strategies: Best Practices for First Nations Schools*. Experiences and stories were shared by the many presenters; FNEESC/FNSA program information and networking opportunities were provided; and updates on jurisdiction and the school measures and data collection project were presented. Keynote Speaker, Dr. Jo-Ann Archibald advised schools to put research findings into practice. Her message was that student results can be best achieved through quality teaching, which is best supported by effective instructional leadership. A highlight of the conference was the presentation of an honorary membership to Barb Kavanagh, via video, in recognition of her work.

Other Information Sharing Activities

The FNSA distributes a regular newsletter with updates and important information for schools, administrators and teachers. It also maintains a website at www.fnsa.ca.

Partners in Education

Although the FNSA is an independent organization directed by First Nations schools in BC, it values its partnerships and relationships with the many groups and organizations that help it to reach its goal of providing quality education to First Nations students.

The First Nations Education Steering Committee

Since its beginnings, the FNSA has maintained a close partnership with the First Nations Education Steering Committee (FNEESC). FNEESC provides administration support to the FNSA through a fee-for-service agreement and together the two organizations collaborate to meet their common goal of improving education opportunities for all First Nations learners in BC. More information about FNEESC can be found on its website: www.fnesec.ca.

First Nations Jurisdiction over Education

Many of the activities of FNEESC over the past year focused on achieving First Nations jurisdiction over on-reserve education and culminated when Bill C-34: *First Nations Jurisdiction over Education in British Columbia Act* was passed by both the House of Commons and the Senate, and received Royal Assent on December 12, 2006. The primary purpose of the Act is to enable the package of Agreements signed in July 2006 to be brought into force. Students from the Chalo and Heiltsuk schools were present in Ottawa to see the passage in the House of Commons of this legislation.

The next steps for FNEESC will be preparation and introduction of provincial legislation, anticipated to take place in the fall of 2007. A further step is the negotiation of federal funding to support the implementation of Canada-First Nations Agreements and the First Nations Education Authority (FNEA). Once the funding has been negotiated Interested First Nations will be able to begin the process of negotiating Canada-First Nations Education Jurisdiction Agreements.

The capacity building for Interested First Nations continues with the preparation of a Governance Training Strategy, and the development of templates for the First Nations Education Law, Law-making Protocol, Education Co-Management Agreement and other relevant documents.

Development of English 12 Curriculum

English 12 First Peoples is intended for both Aboriginal and non-Aboriginal teachers and students. It represents an invitation to all learners to explore and discover First Peoples' worldviews through the study of literary, informational, oral and media text from local, Canadian and international First Peoples' sources. The course will satisfy the English 12 graduation requirements and will qualify for entry into post-secondary institutions.

FNEESC and the Ministry of Education (MEEd) have developed the course over the past year and it will be piloted in 15 sites, some of which are FNSA schools, over the coming year. Full implementation of the course is planned for September 2008.

Initiatives with the Aboriginal Education Partners Group

The FNSA is an active member of the Aboriginal Education Partners Group, a group including FNEESC, Indian and Northern Affairs Canada (INAC), the Ministry of Education (MEEd), 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 group was established in 1999 and works to improve the school success of Aboriginal learners in BC. The group has focused its effort in three areas: anti-racism, employment equity, and Aboriginal teacher recruitment.

Anti-Racism

The Anti-Racism Working Group is focused on eliminating racism in the education system. Through initiatives such as creating and continually updating the FNEESC Anti-Racism Toolkit, developing and administering anti-racism workshops in schools and communities across BC, and drafting an Aboriginal

Anti-Racism Policy Template, the group is promoting awareness of racism issues in education and working to remove them.

Employment Equity

The primary objective of the Employment Equity Working Group has been the development of an Employment Equity Toolkit, which will promote and facilitate the increased employment of educators of Aboriginal ancestry in the BC education system. Work on the Toolkit is still on-going.

Aboriginal Teacher Education Consortium

This past year the Aboriginal Teacher Education Consortium (ATEC) produced the Teacher Education Access and Choices Handbook (TEACH), a resource with information from post-secondary institutions from across BC with specific information on teaching programs. Booklets were distributed by mail and in person at various career and education fairs across the province. Close to 20,000 copies of the TEACH booklet have been distributed since February 2006. The goal of ATEC is to increase the number of Aboriginal teachers working in BC. In the coming year, ATEC will once again join the post-secondary Aboriginal recruitment team and has already confirmed a number of visits to First Nation communities.

Historica

Through its partnership with the Historica Foundation of Canada, the FNSA is working to promote history education in First Nations schools. Together, the two organizations offer the Heritage Fairs Program for First Nations schools. Through an application process, funding of \$750.00 per community is available for up to 25 First Nation schools and neighbouring provincial schools to jointly develop a Community Historica Fair. These fairs offer a unique opportunity for First Nations schools and public schools to use combined resources to explore and share their unique histories.



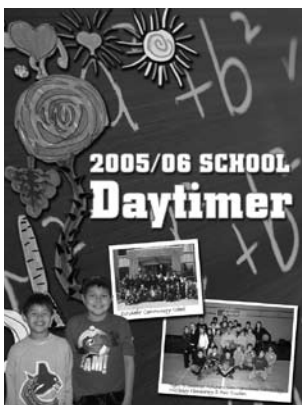
Seventh Generation Club Members, Walnut Park Elementary

Seventh Generation Club

The Seventh Generation Club was established to help First Nations students in BC achieve their education goals and provide them with the tools and skills they need to make healthy choices in all areas of their lives.

Through fun contests and activities, and with the help of one of the Club sponsors, the Vancouver Canucks, the Club encourages students to make healthy choices, participate in sports and in community activities, and stay in school. 2007 marks the ten year anniversary of the Club. Over the years, the Club has enjoyed steady growth and its membership is now over 7500 students.

The FNSA manages the Club in partnership with FNEESC. Also vital to the Club's operation are a handful of committed partners who provide financial and in-kind support, and this past year that "Circle of Friends" included BC Hydro, Indian & Northern Affairs Canada, the Historica Foundation, the Ministry of Aboriginal Relations and Reconciliation, and the Vancouver Canucks. A management committee of staff and partners guide the Club's activities, some of which include: distribution of a Club daytimer to each member; sponsorship of an annual Club Science Day and annual Sports Day; distribution of five newsletters throughout the school year; and maintaining a website at www.seventhgenerationclub.com.



School Daytimers are a highly anticipated benefit of membership in the Seventh Generation Club

FNSA Programs, Services, and Research

First Nations School Assessment and Certification

For the past eight years, a school assessment project has been one of the central activities of the FNSA and last year a certification component was added to the process. A further 15 schools participated in the First Nations School Assessment and Certification project in 2006/2007, with five schools using the new template for schools with 5 or fewer FTE. Since FNSA has undertaken this project, 86 schools have participated in completing assessments. The School Certification process was initiated in 2003/2004 and 31 schools were certified as of 2005/2006. Each year, external assessors are trained to oversee the project and to continuously refine the assessment process, as directed by the membership.

First Nations Teacher Competencies, Standards and Certification

In 2005/2006 First Nations schools representatives attended four workshops with the goal of reviewing and accepting the BC College of Teachers competency standards for teaching professionals. The workshop participants worked to make those materials relevant to teachers in First Nations schools. In 2006/2007 a researcher worked with a focus group to refine the work done to date and to develop performance indicators and resources in order to lay the foundation for a BC First Nations schools' teacher certification process.

School Measures and Data Collection Project

First Nations schools recognize the power that data yields to inform education policy and prioritize activity. The School Measures and Data Collection Project was undertaken for the third year, with 53 schools participating. The membership ratified continuation of this project at the April 2007 AGM.



Tofino Surf Camp, Xit'Olacw Community School

The New Paths for Education Program

As mandated by the membership at the FNSA and FNEESC Annual General Meetings, the FNSA and FNEESC once again worked in partnership to administer the federally funded New Paths for Education program for the BC region. New Paths funding is targeted to address the following themes: 1. Capacity Building, 2. Improving School Effectiveness, and 3. School to Work Transition.

Again this year, funding was received from INAC for the Parental and Community Engagement Strategy, which is intended to support activities that encourage parental and community involvement in all aspects of education programming. To minimize the application and reporting tasks for schools and communities, this program's funding was once again distributed with the New Paths for Education program.

Community and School Grants

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

In 2006-2007, \$2,450,000 in New Paths for Education program funding and \$215,463 in Parental and Community Engagement Strategy funding was distributed to First Nations schools through a base-plus-per-capita funding formula. In addition, \$2,221,212 in New Paths funding plus \$202,320 in Parental and Community Engagement Strategy funding was provided to First Nations communities using a similar method. 126 First Nations schools and 195 communities accessed the resources available in 2006-2007, and those schools and communities used the grants to support activities such as professional development opportunities, workshops, resource acquisition, the creation of new materials, student support services, governance development, and language and culture programming. A full report describing all of the initiatives will be available through the FNEESC/FNSA office, and program information is available through the FNEESC website www.fnesc.ca "Programs."

New Paths for Education Program Collective Activities

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

This past year initiatives have included support for First Nations school principals, through workshops and information sharing opportunities and the creation of a resource handbook for school administrators. Also since 2004-2005 a Principal Support Person has been providing principals with direct assistance through telephone, email, and school visits. In 2005-2006, this initiative expanded to include the establishment of regional principals' networks and an email list-serv that included 110 schools.

In addition, this year schools were invited to participate in five workshops to review standardized tests and to examine how they can best serve the needs of First Nations schools. Sixty-nine staff members, representing 39 schools, participated in the workshops and evaluations confirmed that those attending found the workshops valuable and would like to continue to network in order to share best testing practices for supporting student growth.

For seven years, Gathering Strength/New Paths for Education funding has been used to offer Speakers Series workshops in selected locations of the province on topics such as special education, literacy, board training, behaviour management, conflict resolution, anti-racism awareness, and parental involvement. At the end of 2005, FNEC, the FNSA and First Nations representatives agreed to try a new approach to the Speakers Series that would make grants available to individual communities to let them independently organize workshops that reflect their local education interests and priorities. As a result, in 2006-2007 forty-three (43) communities were randomly selected for a \$2,000 grant to cover the costs of delivering relevant workshops at the community level.

Parental and Community Engagement Strategy Collective Initiatives

Together with First Nations schools and FNEC, the FNSA works to promote parental and community involvement in education through the Parental and Community Engagement program. This program is administered in conjunction with the New Paths for Education program.

The program aims to:

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

Since 2004 a portion of the Parental and Community Engagement Strategy funding has been used to support First Nations Parents Clubs. The First Nations Parents Club is intended to facilitate the organization of community-based groups for parents and to provide parents with information, support and rewards for their efforts. FNEC and the FNSA provide locally based Parents Clubs with a variety of materials, including newsletters, incentive gifts, a parenting calendar, books for home reading, and other informational materials.

This past year 17 First Nations parents also attended the BCCPAC Conference in Kelowna and 8 of those parents were invited to attend a Parents Congress with Minister Shirley Bond. This conference provided a great opportunity for First Nations parents to share their concerns and perspectives regarding parenting and their children's education. The parents also attended workshops and a plenary session on issues of interest to parents.

In 2006/2007, there were 134 locally based Parents Clubs throughout BC with a membership of approximately 2770 First Nations parents.

Teacher Recruitment and Retention: Professional Development Program

In the 2006-2007 year, \$317,905 in Teacher Recruitment and Retention: Professional Development funds were distributed to 112 of 131 First Nations schools to assist in the recruitment and retention of qualified teachers and educators and for professional development opportunities. There were 1,952 school personnel who participated in professional development training. Other sources of funding were sought by the individual schools to meet their project needs.

Special Education Program

The FNSA and FNEESC continue to administer the Special Education Program (SEP) with the majority of funding (85%) going directly to schools. The remaining funding is used for provincially coordinated activities that further support First Nations school special education initiatives. Specifically, these include the special education toll-free line, a special education consultant, psycho-educational assessments, contracted speech language services, and various professional development opportunities.

In the fall of 2006, eight special education regional sessions were held throughout the province to discuss several issues in SEP that required community input. Specifically, the need for a regional evaluation of SEP, the INAC compliance directive, and the need for increased specialist services were discussed.

The regional special education evaluation was conducted early in 2007. Results of this evaluation show that the incident rate of moderate to severe special needs in First Nations schools is 29.8%. In addition, the evaluation shows the types of SEP funded work plan initiatives being conducted to try to meet the needs of students.

An alternate method of delivering speech language services was piloted this year in an effort to provide cost effective services to remote First Nations communities. Speech Language Pathologists were contracted to provide community-based services twice per year, with support provided between visits using phone, email and video-conference. Feedback from these schools was positive and the model is being expanded in 2007/08.

In an effort to address the accountability requirements in the INAC compliance directive, participants in the SEP regional sessions and the FNSA AGM agreed to include a more in-depth review of the school SEP activities within the school assessment process. This approach will be piloted in the 2007/2008 school year and revisited at the 2008 FNSA AGM.

First Nations SchoolNet Program

The First Nations SchoolNet program, sponsored by Industry Canada, was due to sunset in March 2006 at the national level. Through perseverance and lobbying on behalf of the national SchoolNet team and locally in British Columbia (BC) through schools and other First Nations organizations, SchoolNet was extended for another year. Industry Canada received a 50% decrease in overall funding for their programs and as such the BC budget decreased to \$885,000 for the year 2006/2007.

This funding was used to cover a number of Information Communication and Technology (ICT) requirements such as:

- Internet connectivity for First Nations schools
- Help desk services with a toll-free number
- Technical support for repairing, installing, networking computers etc.
- Training of help desk technicians to become A+ certified through CompTIA
- The procurement of computers and LCD projectors
- The purchase of a centralized web and mail server for schools
- Four servers for schools in need of a replacement
- Lancensus help desk inventory tool
- Laptops for the A+ students
- Renewal of Microsoft Office and XP licenses for another year
- Licensing costs for Access Copyright
- E-learning initiatives such as COOL School and Open School.

On December 1, 2006 Indian and Northern Affairs Canada (INAC) assumed responsibility of the First Nations SchoolNet program.



Singers and drummers, Nadleh Koh Preschool

E-Learning

The FNSA and Indigenous Adult and Higher Learning Association (IAHLA) are working together to determine strategies to assist First Nations schools and institutions in developing better e-learning opportunities for their schools. For more information on this initiative, see the e-learning paper available on the FNEESC website.

First Nations and Inuit Youth Employment Strategy Program

In 2006-2007, FNEESC and the FNSA continued to administer four youth programs that are funded annually by INAC, as follows.

- The Student Summer Employment Opportunities program is intended to support opportunities for career-related work experience and training for in-school First Nations students. In 2006-2007, the \$837,399 available for the program was allocated through a base-plus-per-capita formula, and 172 of the 194 eligible First Nations accessed their grants.
- The Science and Technology program promotes science and technology as a career choice by providing First Nations youth with first-hand experience in various science and technology disciplines. In 2006-2007, \$201,399 was provided for that program, which allowed approval of 55 of the 65 proposals for funding.
- \$1,025,548 was also available for the Youth Work Experience program – a program that sponsors supervised work experience for out-of-school, unemployed, or under-employed youth. With the resources provided, 19 of the 54 applicants could be approved for funding in 2006-2007.
- Finally, the Career Promotion and Awareness program supports First Nations youth through Cooperative Education Programs for First Nations schools. With the \$423,999 available in 2006-2007, 13 of the 20 submitted proposals were approved for funding.

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

BCeSIS

The BC electronic Student Information System (BCeSIS) is a web-based system that could eventually lead to improved information sharing between First Nations and public schools. Work in this area is being done in consultation with First Nations schools and in coordination with the BC Ministry of Education. The goal of the project is eventually to have all schools in BC, including First Nations schools, share a common online information database, providing opportunities to track the progress of students who move between the First Nations and public school systems. The BCeSIS initiative has been approved and training will continue in the coming year with a number of schools going live with the project.

Audited Financial Statements

FIRST NATIONS SCHOOLS ASSOCIATION

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March 31, 2007

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MANAGEMENT'S RESPONSIBILITY FOR FINANCIAL REPORTING
For The Year Ended March 31, 2007

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

Len Merriman, 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, 2007 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, 2007, 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
CERTIFIED GENERAL ACCOUNTANTS

MAY 9, 2007
RICHMOND, B.C.

FIRST NATIONS SCHOOLS ASSOCIATION

SUMMARY STATEMENT OF REVENUE AND EXPENDITURES For the Year Ended March 31, 2007

Statement 1

	2007		2006
	Budget \$	Actual \$	Actual \$
REVENUE			
First Nations Education Steering Committee Society			
Funding, Operations	222,129	222,129	212,129
Health Canada	139,077	139,077	60,900
Membership fees	88,000	23,508	18,323
Interest income	-	22,185	10,580
ArtStarts contributions and miscellaneous	17,500	18,958	17,500
Seventh Generation Gala income	21,000	34,969	29,433
Annual general meeting vendors' table income	400	2,540	2,640
Conference registration	3,700	5,800	12,776
	491,806	469,166	364,281
EXPENDITURES			
Administration	13,068	13,007	3,091
Artists in education program*	35,000	21,025	33,713
Audio visual equipment	5,200	5,635	6,684
Annual report	3,000	2,800	2,309
Board members	8,600	8,602	4,230
Catering	63,821	56,676	64,213
Communications support	8,200	6,004	3,000
Directors' meetings	104,500	40,687	29,138
Gala events	2,000	2,654	2,989
Facilities	16,077	19,388	9,293
Insurance	3,400	3,343	3,260
Focus group - travel	3,127	3,127	-
Newsletter	24,000	23,750	-
Office and miscellaneous	36,300	15,537	8,174
Professional fees	500	6,400	5,672
Rent	7,800	7,800	7,800
Research	20,000	10,200	9,275
Silent auction items	1,200	4,888	6,402
Speakers	12,000	7,677	9,126
Supplies	21,360	17,496	12,539
Wages and benefits	46,529	46,529	46,529
Workshop - arrangements	15,000	13,019	-
Workshop - travel	107,975	73,148	-
Workshop - venue	5,000	10,198	-
	563,657	419,590	267,437
(DEFICIENCY) EXCESS OF REVENUE OVER EXPENDITURES	(71,851)	49,576	96,844
FUND BALANCE, BEGINNING OF THE YEAR	396,722	396,722	299,878
SURPLUS REPAID	-	(1,754)	-
	324,871	444,544	396,722
FUND BALANCE, END OF THE YEAR	324,871	444,544	396,722

*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, 2007**

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	1	222,129	23,508	41,143	286,780	160,578	126,202	276,434	(104,635)	-	298,001
Seventh Generation Gala	2	-	-	34,969	34,969	27,452	7,517	49,600	3,000	-	60,117
Annual General Meeting and Conference	3	-	-	8,340	8,340	71,962	(63,622)	70,688	50,000	-	57,066
National Youth Suicide Prevention Strategy	4	-	-	70,000	70,000	99,629	(29,629)	-	51,635	(1,754)	20,252
Fetal Alcohol Spectrum Disorder	5	-	-	69,077	69,077	59,969	9,108	-	-	-	9,108
		222,129	23,508	223,529	469,166	419,590	49,576	396,722	-	(1,754)	444,544

The accompanying notes are an integral part of these financial statements

FIRST NATIONS SCHOOLS ASSOCIATION

STATEMENT OF FINANCIAL POSITION
March 31, 2007

Statement 3

	2007	2006
	\$	\$
ASSETS		
CURRENT		
Cash	566,216	333,821
Accounts receivable	-	20,715
Prepaid expenses	1,780	-
Due from First Nations Education Steering Committee Society	-	53,023
	567,996	354,536
CAPITAL ASSETS (Notes 2b & 4)		
	-	-
	567,996	407,559
LIABILITIES		
CURRENT		
Accounts payable and accruals	6,125	10,837
Due to First Nations Education Steering Committee Society	117,327	-
	123,452	10,837
FUND BALANCE		
Unrestricted	444,544	396,722
	567,996	407,559

Approved On Behalf of First Nations Schools Association:

Greg Louie

Len Merriman

The accompanying notes are an integral part of these financial statements

FIRST NATIONS SCHOOLS ASSOCIATION

**STATEMENT OF CASH FLOWS
For the Year Ended March 31, 2007**

Statement 4

	2007 \$	2006 \$
CASH FLOWS FROM OPERATING ACTIVITIES		
Excess of revenue over expenditures	49,576	96,844
Surplus repaid	(1,754)	-
	47,822	96,844
CHANGES IN NON-CASH WORKING CAPITAL ACCOUNTS		
Accounts receivable	20,715	(20,715)
Prepaid expenses	(1,780)	-
Accounts payable and accruals	(4,713)	364
	62,044	76,493
CASH FLOWS FROM FINANCING AND INVESTING ACTIVITIES		
Due from First Nations Education Steering Committee Society	170,351	15,138
	232,395	91,631
NET INCREASE IN CASH	232,395	91,631
CASH - BEGINNING OF THE YEAR	333,821	242,190
CASH - END OF THE YEAR	566,216	333,821

The accompanying notes are an integral part of these financial statements

FIRST NATIONS SCHOOLS ASSOCIATION

NOTES TO THE FINANCIAL STATEMENTS March 31, 2007

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) Capital assets

Purchased capital assets are recorded in the Capital Fund at cost. Contributed capital assets are recorded in the Capital Fund at fair value at the date of contribution. Depreciation is provided on a straight line basis over the assets' estimated useful lives at the following rates:

Computer equipment	3 years
Furniture and equipment	5 years

c) 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.

d) Budget figures

All budget figures were prepared by management and are unaudited.

FIRST NATIONS SCHOOLS ASSOCIATION

NOTES TO THE FINANCIAL STATEMENTS March 31, 2007

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: CAPITAL ASSETS

Capital assets consist of the following:

	<u>COST</u>	<u>ACCUMULATED DEPRECIATION</u>	<u>2007 NET</u>	<u>2006 NET</u>
	\$	\$	\$	\$
Computer equipment	1,273	1,273	-	-
Furniture and equipment	2,115	2,115	-	-
	<u>3,388</u>	<u>3,388</u>	<u>-</u>	<u>-</u>

NOTE 5: RELATED PARTY TRANSACTIONS

The Society is related to First Nations Education Steering Committee (FNESC) by virtue of common directors.

NOTE 6: ECONOMIC DEPENDENCE

First Nations Schools Association is economically dependent on funding from First Nations Education Steering Committee (47.3% in 2007 and 58.2% in 2006).

FIRST NATIONS SCHOOLS ASSOCIATION

SCHEDULE OF CORE OPERATION
For the Year Ended March 31, 2007

Schedule 1

	Budget \$	2007 Actual \$	2006 Actual \$
REVENUE			
First Nations Education Steering Committee Society			
Funding, Core Operation	222,129	222,129	212,129
Health Canada	-	-	60,900
Membership fees	88,000	23,508	18,323
Interest income	-	22,185	10,580
ArtStarts contributions	17,500	18,958	17,500
	327,629	286,780	319,432
EXPENDITURES			
Administration	3,000	3,000	3,000
Artists in education program*	35,000	21,025	33,713
Annual report	3,000	2,800	2,309
Communications support	8,200	6,004	3,000
Directors meetings			
- December meeting	14,000	13,063	5,052
- June meeting	10,000	7,567	9,635
- September meeting	10,000	6,687	6,847
- February meeting	10,500	8,407	5,544
- General meeting	10,000	4,682	2,059
- Travel	50,000	281	-
Insurance	3,400	3,343	3,260
Office and miscellaneous	20,300	12,790	8,174
Professional fees	500	6,400	5,672
Office rent	7,800	7,800	7,800
Research	20,000	10,200	9,275
Wages and benefits	46,529	46,529	46,529
	252,229	160,578	151,869
EXCESS OF REVENUE OVER EXPENDITURES	75,400	126,202	167,563
FUND BALANCE, BEGINNING OF THE YEAR	276,434	276,434	158,871
INTER-FUND TRANSFER	(98,675)	(104,635)	(50,000)
FUND BALANCE, END OF THE YEAR	253,159	298,001	276,434

*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, 2007**

Schedule 2

	Budget	2007	2006
	\$	Actual	Actual
		\$	\$
REVENUE			
Sale of tables	9,000	20,489	14,183
Silent auction	12,000	14,356	13,922
Donation	-	124	1,328
	21,000	34,969	29,433
EXPENDITURES			
Administration	250	189	2,967
Audio visual equipment	1,200	2,170	1,240
Catering	6,700	14,435	9,955
Gala events	2,000	2,654	2,989
Facilitators	-	2,155	-
Silent auction items	1,200	4,888	6,402
Supplies	3,200	961	-
	14,550	27,452	23,553
EXCESS EXCESS OF REVENUE OVER EXPENDITURES	6,450	7,517	5,880
FUND BALANCE, BEGINNING OF THE YEAR	49,600	49,600	43,720
INTER-FUND TRANSFER	3,000	3,000	-
FUND BALANCE, END OF THE YEAR	59,050	60,117	49,600

FIRST NATIONS SCHOOLS ASSOCIATION

**SCHEDULE OF ANNUAL GENERAL MEETING AND CONFERENCE
For the Year Ended March 31, 2007**

Schedule 3

	Budget	2007	2006
	\$	Actual	Actual
		\$	\$
REVENUE			
Conference registration	3,700	5,800	12,776
Vendors' tables	400	2,540	2,640
	4,100	8,340	15,416
EXPENDITURES			
Audio visual equipment	4,000	3,465	5,445
Board members	8,600	8,602	4,230
Catering	55,000	35,239	54,258
Facilities	8,000	9,846	9,293
Office expenses	9,300	7,133	9,662
Speakers	12,000	7,677	9,126
	96,900	71,962	92,014
DEFICIENCY OF REVENUE OVER EXPENDITURES	(92,800)	(63,622)	(76,598)
FUND BALANCE, BEGINNING OF THE YEAR	70,688	70,688	97,286
INTER-FUND TRANSFER	50,000	50,000	50,000
FUND BALANCE, END OF THE YEAR	27,888	57,066	70,688

FIRST NATIONS SCHOOLS ASSOCIATION

**SCHEDULE OF NATIONAL YOUTH SUICIDE PREVENTION STRATEGY
For the Year Ended March 31, 2007**

Schedule 4

	Budget \$	2007 Actual \$	2006 Actual \$
REVENUE			
Health Canada	70,000	70,000	-
EXPENDITURES			
Administration	9,818	9,818	-
Catering	2,121	7,002	-
Focus group	3,127	3,127	-
Newsletter	24,000	23,750	-
Office expenses	8,860	9,401	-
Workshop - travel	67,974	33,512	-
Workshop arrangement	15,000	13,019	-
	130,900	99,629	-
DEFICIENCY OF REVENUE OVER EXPENDITURES	(60,900)	(29,629)	-
FUND BALANCE, BEGINNING OF THE YEAR	-	-	-
INTER-FUND TRANSFER	60,900	51,635	-
SURPLUS REPAID	-	(1,754)	-
FUND BALANCE, END OF THE YEAR	-	20,252	-

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

FIRST NATIONS SCHOOLS ASSOCIATION

**SCHEDULE OF FETAL ALCOHOL SPECTRUM DISORDER
For the Year Ended March 31, 2007**

Schedule 5

	Budget	2007	2006
	\$	Actual	Actual
		\$	\$
REVENUE			
Health Canada	69,077	69,077	-
EXPENDITURES			
Facilitator	8,077	7,388	-
Office expenses	16,000	2,747	-
Workshop travel	40,000	39,636	-
Workshop venue	5,000	10,198	-
	69,077	59,969	-
EXCESS OF REVENUE OVER EXPENDITURES	-	9,108	-
FUND BALANCE, BEGINNING OF THE YEAR	-	-	-
FUND BALANCE, END OF THE YEAR	-	9,108	-

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



First Nations Schools Association

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www.fnsa.ca

Appendix 1 to FNSA Annual Report



MANAGEMENT'S RESPONSIBILITY FOR FINANCIAL REPORTING For The Year Ended March 31, 2007

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



 Len Merriman, Treasurer, Board Of Directors

AUDITORS' REPORT

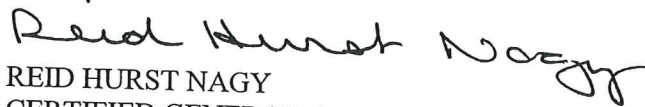
FIRST NATIONS SCHOOLS ASSOCIATION

We have audited the statement of financial position of First Nations Schools Association as at March 31, 2007 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, 2007, 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
CERTIFIED GENERAL ACCOUNTANTS

MAY 9, 2007
RICHMOND, B.C.

FIRST NATIONS SCHOOLS ASSOCIATION

STATEMENT OF FINANCIAL POSITION
March 31, 2007

Statement

	2007 \$	2006 \$
ASSETS		
CURRENT		
Cash	566,216	333,82
Accounts receivable	-	20,71
Prepaid expenses	1,780	-
Due from First Nations Education Steering Committee Society	-	53,02
	567,996	354,55
CAPITAL ASSETS (Notes 2b & 4)		
	-	-
	567,996	407,55
LIABILITIES		
CURRENT		
Accounts payable and accruals	6,125	10,82
Due to First Nations Education Steering Committee Society	117,327	-
	123,452	10,82
FUND BALANCE		
Unrestricted	444,544	396,72
	567,996	407,55

Approved On Behalf of First Nations Schools Association:



Greg Louie



Len Merriman