

2004/05



ANNUAL REPORT

FIRST NATIONS SCHOOLS ASSOCIATION



2004/05



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Featured on the Cover & Inside Page Spread

Front (left to right): High Attendance Achievers from Hawthorne Elementary, McCloskey Elementary and Port Guichon attend a special BC Wheelchair Basketball event; *Back (left to right):* a group shot from Kitkatla; band practice at Moricetown Elementary.

MESSAGE FROM THE FNSA PRESIDENT



Once again, as President of the First Nations Schools Association (FNSA) it is my pleasure to introduce our Annual Report for 2004/2005. As always, the FNSA has enjoyed significant growth throughout the past year, and we have also received overwhelming support from our membership. In fact, well over ninety percent of the First Nations schools in BC are now members of our organization. That is why I would like to begin this Annual Report by thanking those schools for their ongoing encouragement and direction; the success we have achieved simply would not have been possible without the commitment schools have made to working together.

The FNSA is founded upon the notions of cooperation and sharing, and we use those principles in all of the work that we do. Whenever challenges arise, the FNSA membership has consistently worked toward what is best for all First Nations schools in BC. That is what makes working with the FNSA so exciting. I believe that sharing our ideas and speaking with a united voice has been invaluable, and our schools are stronger and better able to serve our students because we create opportunities to learn from one another.

I have been a member of the FNSA since the establishment of the organization, and I have also been a Board member and the President for several years. Throughout my involvement with the Association, I have consistently heard the message that the FNSA has made an important difference for First Nations schools, and we will continue to strive to provide the same level and quality of service in the future. Please remember that the FNSA welcomes suggestions and feedback about our efforts at any time and we very much look forward to working with First Nations schools in the year ahead.

GREG LOUIE

INTRODUCTION TO THE FIRST NATIONS SCHOOLS ASSOCIATION

The First Nations Schools Association (FNSA) was created nine years ago in response to requests from First Nations schools in British Columbia. Those schools had indicated the need for a service organization dedicated to supporting their efforts to provide quality educational services for First Nations students. The FNSA was established with a mandate to undertake relevant research, share information, facilitate communications and networking, and raise awareness about the unique challenges and successes of First Nations schools. The FNSA achieved status as a non-profit society and registered charity in 1996.



The FNSA Board of Directors.

The FNSA membership consists of First Nations schools in BC, and those schools direct the work of the organization through consultations at its Annual General Meetings. The ongoing work of the FNSA is overseen by a regionally representative Board of Directors. The 2004/2005 Board of Directors and Executive included the following individuals.

- **President, Greg Louie**, Maaqtusiis School, Nuu-chah-nulth/Coast Salish Region
- **Vice President, Ernie Hill**, Hartley Bay Elementary Secondary School, Haida/Tsimshian/Haisla/Nisga'a
- **Treasurer, Len Merriman**, T'lisalagi'lakw School Kwakiutl/Heiltsuk/Nuxalk/Oweekeno Region

- **Secretary, Mark Point**, Seabird Island School
Nuu-chah-nulth/Coast Salish Region
- **Cliff Casper**, Sk'il' Mountain Community School,
Secwepemc/Stl'al'imc/Nlaka'pamux Region
- **Richard Elliott**, Tl'etinqox-tin School,
Tsilhqot'in/Carrier/Sekani Region
- **Ruth Laurie**, Sen*Pok*Chin School,
Kootenay/Okanagan Region
- **Carol Michel**, Stein Valley Nlaka'pamux School
Secwepemc/St'at'imc/Nlaka'pamux Region
- **Cathy Seymour**, Kwadacha Dune Tiiy Centre,
Kaska/Dene/Tahltan/Tagish/Inland Tlingit Region
- **Victor Jim**, Moricetown Elementary School,
Gitskan/Wet'suwet'en Region



The annual FNSA conference is key to the organization's objective to facilitate communications and networking, and raise awareness about the unique challenges and successes of First Nations schools

THE FNSA'S INFORMATION SHARING ACTIVITIES



Keynote Speaker, Dr. Graham Smith

Annual First Nations Schools Conference

One of the most important of the FNSA's information sharing initiatives is a yearly conference for representatives of First Nations schools, which is scheduled to coincide with the FNSA Annual General Meeting (AGM).

The theme selected for the 2005 FNSA Conference was *Striving for Excellence*.

That event included a keynote address by Dr. Graham Smith, a Professor of

Education at the University of Auckland and Chairman of the Council for the Tribal University-Te Whare Wananga o Awanuiarangi. The conference also featured a number of workshops focused on ways to support First Nations students at the classroom, school, and community level, as well as a plenary session that provided an update on relevant First Nations education issues. The AGM discussions were also extremely positive, resulting in very useful direction for all of the activities described in this Annual Report.

Other Information Sharing Activities



In addition to its annual conference, the FNSA also regularly shares relevant information with First Nations schools and other interested stakeholders, and maintains a web site at www.fnsa.ca.

www.fnsa.ca – the Internet home of the First Nations Schools Association.

FNSA PARTNERSHIPS

The FNSA was founded upon a belief in the benefits of sharing resources and exchanging ideas and information, and the FNSA remains committed to collaborating with other education stakeholders whenever possible. The following information describes some of the key partner groups with which the FNSA is involved.

The First Nations Education Steering Committee (FNESC)

Since its establishment, the FNSA has worked in close partnership with the First Nations Education Steering Committee (FNESC). FNESC is a non-profit organization that is directed by First Nations in BC and works to promote quality educational opportunities for all First Nations learners.



The FNSA and FNESC strive to coordinate efforts to ensure that the needs of First Nations schools and communities are addressed effectively, and the two organizations jointly implement a range of programs and services to support First Nations schools. That close partnership is reflected throughout this Annual Report. FNESC also provides administrative support to the FNSA Board of Directors through a fee-for-service agreement.

The Aboriginal Education Partners Group

The FNSA is also a member of the Aboriginal Education Partners Group – a collective that includes the FNSA, FNESC, Indian and Northern Affairs Canada (INAC), the BC Ministry of Education, the BC Teachers' Federation, the BC College of Teachers, the BC School Trustees Association, the BC School Superintendents Association, the BC Confederation of Parent Advisory Councils, and the BC Principals' and Vice-Principals' Association. The Aboriginal Education Partners Group was created in an effort to enhance the success of First Nation learners in the public and First Nations education systems.

Since the Group's establishment, the Aboriginal Education Partners have worked to increase the number of Aboriginal teachers working in BC, and an Aboriginal Teacher Education Consortium (ATEC) was established to direct that work. ATEC, which includes representatives of each Partner Group as well as each of the Teacher Education Programs in BC, has promoted teaching as a career choice through informational materials, presentations, and support for people who are interested in pursuing a teaching career.

That work was expanded in 2004/2005, when the FNSA membership agreed that \$340,000 of INAC professional development funds should be used to support the work of ATEC for a two-year period. Those funds were approved specifically for the implementation of "bridging programs" for potential First Nations teachers. The funds were distributed through a proposal process to four post-secondary institutes for programs to help 90 students prepare for teacher education programs.

Aboriginal employment equity in the public education system is a second focus of the Aboriginal Education Partners, reflecting a belief that the education system should better reflect the Aboriginal communities they serve. An Employment Equity Toolkit is now being created to provide information related to legal and union issues, information on the BC Human Rights Code, as well as sample job postings, policies, and case studies.



A third issue being addressed by the Aboriginal Education Partners Group is the critical challenge of eliminating racism in the education system, and the initiatives that have been undertaken in that regard have been facilitated by an Anti-Racism Officer and a Diversity Consultant. Those staff members have done research and delivered numerous workshops related to anti-racism. They also designed and have promoted the effective use of an anti-racism toolkit in classrooms throughout the province. The anti-racism

efforts undertaken in the past year also included an Anti-Racism Youth Leadership Training session for twenty-five young adults from across the province.



Anti-Racism consultant Eric Wong leads a session at an anti-Racism Youth Leadership Training workshop.

Artists for Education

For the past 2 years, the FNSA has worked in partnership with ArtStarts in Schools in order to provide First Nations schools access to the Artists in Education (AIE) program. The AIE is intended to expose young people and promote the arts as an area of study and professional employment, and to facilitate communication between the arts and education communities.

ArtStarts in Schools and the FNSA have cooperatively offered the AIE program to First Nations schools by providing matching funds of \$17,500 from each organization. In both 2003/2004 and 2004/2005, that funding was distributed as grants to 24 First Nations schools, which allowed the schools to sponsor performances, workshops, and in-school carving, mural, creative writing, music, and dance projects.

FNSA PROGRAMS AND SERVICES

The First Nations Schools Assessment Project

Through extensive consultations and numerous pilot projects, the FNSA and First Nations schools designed the First Nations Schools Assessment Project as a way for the schools to review their operations and plan for future growth using a framework that reflects their unique needs and circumstances. The FNSA coordinated assessment process involves the completion of one of three school assessment templates – one for First Nations schools offering K-12 programming, one for small pre-school kindergartens, and one for First Nations controlled adult education centres. Completing any one of the templates involves three interconnected components: an internal review of school or adult education centre programming; the development of a school growth plan; and an external assessment process.

Each year, the FNSA supports participating schools and adult education centres in a number of ways. Three networking and information sharing workshops are organized to provide guidance throughout the process. Each participating school/centre is also assigned a mentor – an individual who is experienced with the assessment project and who has volunteered to provide advice and support throughout the school year using visits, e-mail, and telephone. The FNSA also facilitates the external assessment component of the assessment project by identifying people who have had extensive experience with First Nations education and with the FNSA assessment process specifically, and then providing training for the very important external assessor role. The overall goal of the FNSA support is to facilitate an exchange of personnel between First Nations schools which will allow for a sharing of expertise.

All eighteen of the 2004/2005 participating schools were able to complete their projects within the past school year. Those schools were very positive about the assessment experience. As one letter from a participating school states: “The FNSA is to be commended on the hard work, dedication, and commitment made to this assessment model. It is well planned and thorough.” A second school reported that “this has been a very rewarding

experience for our school ... thank you for the excellent support provided throughout the entire process.”

Each year, INAC provides funding to support the FNSA School Assessment Project, and INAC also recognizes the FNSA school assessment process for fulfillment of the federal government’s First Nations schools evaluation requirements.

FNSA Assessment Project Certification Component

At its 2004 AGM, the FNSA membership approved a new enhancement for the First Nations Schools Assessment Project – an optional “certification” component. First Nations schools believed that FNSA certification would be a clear example of a First Nations controlled organization being responsible for a critical aspect of First Nations education. The certification component is also seen as objective verification of the work being done by schools.

Schools interested in being certified by the FNSA must undergo a formal review to ensure that the school is meeting expectations in core curricular areas, and that the school has effectively planned for continued growth and development. In 2003/2004, the first year of implementation, eight First Nations schools were certified by the FNSA. In 2004/2005, an additional thirteen schools chose to pursue this option, and all were successfully approved for FNSA certification.



School Measures and Data Collection Project

In 2003/2004, the FNSA initiated a new project to explore the complex issues of performance measures and data collection for First Nations schools. That project was designed in response to requests for information about ways in which First Nations schools can best measure student progress and use data to track program and school effectiveness.

The School Measures and Data Collection Project involved research and consultations with First Nations school representatives about the collection, analysis, and use of data to inform school growth and programming. Through four project workshops that involved 65 school representatives, a detailed framework was developed that highlighted the types of information that could be collected by all schools, as well as a role for the FNSA in managing the collection and release of the data at the provincial level. At the 2004 AGM, the FNSA membership approved the First Nations schools data collection framework, and agreed to the implementation of a pilot project to determine the framework's effectiveness and ease of use.

In 2004/2005, 35 schools participated in that pilot project, representing 27% of the First Nations schools in BC and 41% of the student population. Among the many project findings are the following.

- The majority of the participating schools (48%) are governed by an elected or appointed school board, and an additional 33% are governed by the community's Chief and Council.
- 37% of the schools' educators have been working in the school for more than five years.
- 38% of the schools' educators and 82% of the schools' support staff are First Nations people.
- 52% of the responding schools hold some form of student conferences, and the average attendance at parent teacher interviews is 71%.
- A great majority of the schools (89%) offer distinct First Nations language and culture classes, and 78% of the schools additionally include First Nations content in other curriculum areas.

- The participating schools work quite extensively with other community agencies. For example, 84% of the schools offer counselling and social support services to their students, and in 66% of those cases the services are offered through arrangement with another agency. Similarly, 72% of the schools offer a breakfast program, and in 71% of those cases that is done so in cooperation with another agency.
- In the responding schools, 66% of the school-age students were absent less than 10% of the time and 78% were late less than 10% of the time.

The complete results of the pilot project are outlined in a final project report that is available through the FNSEA office. The FNSEA membership also approved a continuation of this project in the 2005/2006 school year, and the data collection instrument will now be reviewed and improved using the experience gained through the pilot initiative.



THE NEW PATHS FOR EDUCATION PROGRAM

From 1998 through to 2005, many FNSA and FNEC activities have been sponsored using funding provided through the *Gathering Strength*, now titled *New Paths for Education Program*. In 2004/2005, First Nations and First Nations schools in the BC region continued to support the administration of that program by FNEC and the FNSA, and the funding was used to continue many ongoing, successful activities.

In 2004/2005, INAC also provided funding for a new program – the *Parental and Community Engagement Strategy*. That program is intended to support a range of activities aimed at encouraging parental and community involvement in education programming, and once again FNEC and the FNSA were selected to manage the funding available in the BC Region.

Community and School Grants

In 2004/2005, the majority of funding provided for both the New Paths for Education Program and the new Parental and Community Engagement Strategy was distributed directly to First Nations schools and communities for locally based activities. \$2.5 million in New Paths for Education funding and \$225,000 in Parental and Community Engagement Strategy funding was allocated for First Nations schools, and \$2.2 million in New Paths funding plus \$240,000 in Parental and Community Engagement Strategy funding was allocated for First Nations communities. 106 schools and 151 communities accessed the resources available in 2004/2005, and the grants were used to support a range of relevant activities. A full report highlighting all of the local initiatives is available through the FNSA office.

2004/2005 Collective Activities

In addition to the grants provided to schools and communities, the FNSEA and FNEC sponsored a number of provincial-level activities, as described below.

New Paths Collective Activities

- ***Promoting First Nations School Leadership:*** Reflecting a belief that a principal's leadership is one of the most important factors in a school's success, since 2002/2003 the FNSEA has worked to support First Nations school leaders in a variety of ways. For example, the FNSEA sponsored research, created a handbook on school leadership, and organized professional development workshops for First Nations school principals and administrators. In 2004/2005, FNEC and the FNSEA also dedicated a significant portion of the New Paths for Education funding to the employment of a Principal Support Person, who provided principals with direct assistance through telephone, e-mail, and school visits. The Principal Support Person shared advice and information related to school assessment projects, teacher evaluations, board governance, community relations, parental involvement, and numerous academic programs. In the past year, the role involved 575 contacts with 90 different schools, including 31 school visits. Almost 40% of the visits related to school assessment implementation and follow-up, with a significant number of visits also related to teacher or administrator evaluations.
- ***Supporting Post-Secondary and Adult Education:*** For the past three years, FNEC has supported the development of the Indigenous Adult and Higher Learning Association (IAHLA), an organization dedicated to serving Indigenous controlled post-secondary institutes and adult education programs in BC. In 2004/2005, New Paths for Education Program funding was directed to the continued growth of IAHLA while other long-term funding sources were investigated.

· ***Sponsoring Regional Workshops:*** For the past seven years, Gathering Strength/New Paths for Education funding has been used to sponsor workshops in various locations around the province through an annual Speakers Series. In 2004/2005, New Paths for Education funding was used to sponsor a final year of the Speakers Series, including workshops on behaviour management, integrating information technology into classrooms, anti-racism awareness, and creating learning environments in the home. An average of 14 people attended each workshop. After seven years, FNEsc, the FNsa, and First Nations representatives all agree that the Speakers Series should now end, as First Nations schools and communities are interested in hosting regional workshops themselves. Therefore, in future years New Paths for Education Funding will be used to offer grants to First Nations schools for the organization of local professional development opportunities.

Parental and Community Engagement Strategy Collective Initiatives

· ***Supporting First Nations Parents:*** Since 2000/2001, FNEsc and the FNsa have worked to address the critical importance of parental involvement in school and home learning by sponsoring a First Nations Parents Club. The Parents Club supports First Nations in organizing local parent groups that reflect the unique needs of each community. FNEsc and the FNsa assist the locally-based parents clubs by providing a variety of support materials, including newsletters, incentive gifts, a parenting calendar, books for home reading, and other informational materials. In 2004/2005, FNEsc and the FNsa continued sponsoring the Parents Club using Parental and Community Engagement Strategy funding, and the initiative expanded to include 122 locally-based parents clubs with a membership of approximately 2500 First Nations parents.

FIRST NATIONS



PARENTS CLUB

- ***Promoting Parental Involvement at the Provincial Level:*** For the past three years, FNEESC and the FNSEA have joined with the BC Ministry of Education Aboriginal Education Enhancements Branch to sponsor the attendance of approximately 30 First Nations parents at the BC Confederation of Parent Advisory Council (BCCPAC) Conference. The attendance of First Nations parents at that event has provided an important opportunity for the participating parents to learn more about how to provide educational support. Their presence at the Conference also allowed all BCCPAC members to better understand the perspectives of First Nations parents.
- ***Helping Parents Understand Special Education Issues:*** Language development is a critical issue in First Nations communities, and one specific concern relates to parents' understanding of early screening processes and special education issues. Therefore, in the past year a portion of funding from both the Parental and Community Engagement funding and the BC region special education funding (see below) were combined in order to hire a Speech and Language Pathologist. That individual was available to work with parents to raise their awareness about speech and language programming, and to help them know how to provide support in the home to complement programs being implemented in schools.



SPECIAL EDUCATION ACTIVITIES UPDATE

For almost ten years, the FNSA and FNEC undertook research, organized consultations with First Nations representatives, and lobbied the federal government to raise awareness about the need for special education resources for 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 authority for that funding in the BC region. In 2004/2005, \$6,270,957.00 was provided by INAC for the BC Special Education Program (SEP).

The majority of the SEP funding, \$5,185,314, was allocated directly to First Nations schools for locally relevant programs and services. Almost all of that funding was distributed through a base-plus-per-capita formula and a workplan process, and 126 of a possible 128 schools (98%) accessed their SEP grants. In addition, the FNSA membership approved a holdback of 5% of the SEP funding to provide services to high cost special needs students who would otherwise not have their needs met. 35 schools submitted applications totaling \$1,407,022, while the \$262,186 available could support 19 schools.

In total, 91% of the total funding was used for direct services to schools, and 9% was used for indirect services such as administration, staff positions, and travel.

Collective SEP Initiatives

In addition to the services provided by First Nations schools, a portion of the SEP funds was used to sponsor collective programs and activities.

For example, in 2004/2005, 25 graduate diploma students were sponsored to take the Simon Fraser University (SFU) diploma/credit certificate called "Supporting Diverse Learners." Eight students were also sponsored to take the Learning Facilitators Certificate offered through Thompson Rivers University (formerly University College of the Cariboo). Two courses for the Language and Learning Certificate were offered: 1. Therapy Procedures for Developmental Language Disability, with 19 participants; and 2.

Language & Literacy, with 14 participants. Finally, Boardmaker Training / Introduction to Computers was offered to a total of 72 participants in four different locations – Kamloops, Prince George, Chemainus, and Hazelton.

In addition, in order to assist schools that have difficulty accessing relevant professionals and/or paying the costs associated with student assessments, SEP funding was used to offer provincially coordinated psycho-educational assessments. In 2004/2005, 113 students in 27 different First Nations schools were provided psycho-educational assessments to assist with the development of programs to meet their needs. In addition, FNEESC and the FNSA sponsored community-based parent feedback sessions that allowed 536 parents to share input about student assessment issues. The feedback received through those sessions will now be used to create a handbook for parents focused on that critical topic.

SEP funding also allows FNEESC and the FNSA to employ a number of staff people who provide direct assistance to school and community representatives. In 2004/2005, the toll-free special education telephone service was continued, which received 312 requests for information from September through to April. A Special Education Consultant and two Speech Language Pathologists were also available to assist First Nations schools through in-school training and service delivery. Those resource staff visited 55 schools, with 72 trips in total as 17 trips included more than one staff person.

In addition to those services, FNEESC and the FNSA now have a special education lending library that is available to FNSA member schools. Connections, the special education newsletter of FNEESC and the FNSA, is also distributed regularly to all First Nations schools in BC.

FIRST NATIONS SCHOOLNET PROGRAM

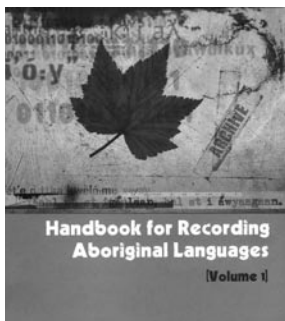
Funded by Industry Canada, the First Nations SchoolNet program is intended to develop information and communications technology (ICT) in First Nations schools by: a) providing connectivity and computers; b) building IT competencies and capacity; and c) developing IT content. In December 2002, FNEC and the FNSA began administering the First Nations SchoolNet program in the BC region, and the organizations' Boards of Directors and a SchoolNet Advisory Committee provide guidance and recommendations on program implementation. \$1.85 million of new funding was provided for the 2004/2005 SchoolNet program.

Since its establishment, one of the key goals of the SchoolNet program has been the identification and removal of barriers to Internet access through the distribution of satellite dishes and Internet service provider subsidies. The SchoolNet program is also intended to support an adequate number of computers per school, increased software, help desk services, in-school assistance, and support for First Nations schools in developing Aboriginal web-based content.



Poster promoting the First Nations SchoolNet Web portal program which provides web and email accounts to schools.

Specific SchoolNet program activities in 2004/2005 included providing 364 personal computers to First Nations schools, as well as a range of other equipment such as digital cameras, digital video cameras, LCD projectors, printers, and scanners. The SchoolNet program sponsored a full-time help desk and technical support service, arranged for an education-discounted software purchase program, arranged a CANCOPY license that enables copying for educational purposes, provided access to the eLibrary Canada Online Encyclopedia, and funded an online store that supplied computer software and peripherals to 116 First Nations schools.



In addition, the SchoolNet program worked with a group of retired Aboriginal teachers to create an integrated resource package, created a CD of ICT resources and shareware applications for ICT use in the classroom, and produced 400 copies of the two volume *Recording Aboriginal Languages Handbook*. SchoolNet funding was used to create a mobile language lab and to deliver five multi-day language lab workshops, and also to sponsor traveling in-service and ICT-capacity workshops in 22 schools or communities. Finally, the BC SchoolNet program hosted a Youth Technology and Language Workshop, and it co-hosted the semi-annual SchoolNet Conference.

As a result of the ongoing SchoolNet activities, by the end of 2004/2005, 129 of the 130 eligible First Nations schools in BC participated in the SchoolNet program. 122 schools are now connected to the Internet, and 364 computers were shipped to schools in the past year. In addition, 23 First Nations schools have web sites, and schools are using on average 68 hours per month of online encyclopedia access (eLibrary Canada and eLibrary Elementary). Through the SchoolNet ICT equipment purchase program, 116 schools accessed ICT hardware and software worth \$614,000.00 in total.

SchoolNet Program Evaluation

A formal evaluation of the BC SchoolNet program was undertaken in the fall of 2004 in order to report on the effectiveness of the SchoolNet strategies. The evaluation included surveys of schools, FNSA Board and SchoolNet Advisory Committee members, and SchoolNet staff, as well as a review of SchoolNet data, documents, and reports.

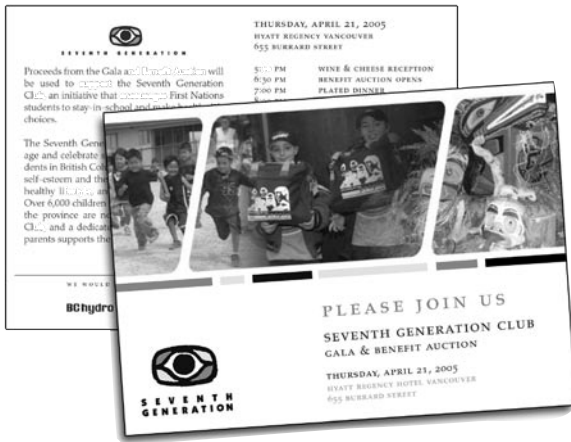
The evaluation findings indicate that the SchoolNet program has achieved some key successes, including providing First Nations schools with telecommunications infrastructure, promoting the effective use of information and communications technologies in the classroom, offering skills development opportunities to teachers and students, and accelerating the development of stronger communities, people and economies.

The evaluation also found areas of ongoing or emerging need, such as a continued need for connectivity improvements, an ongoing need to replace obsolete hardware and software, and somewhat limited awareness and use of ICT in adult education. Also, many teachers require training and orientation in how ICT can most effectively be used to support student learning in different age groups, there is a continuing need for technical support and training for technical capacity, and more awareness and support for on-line learning could be beneficial.

More details about the SchoolNet program activities and the evaluation results are available through the FNSA office.



Participants in the SchoolNet Workshop at the FNSA Conference.



The Seventh Generation Club Gala held each Spring is one of the major sources of funding for the Club, as well as a social highlight of the year.

THE SEVENTH GENERATION CLUB

For over seven years, a crucial FNSA initiative has been the Seventh Generation Club, and that program continued to be a focus in 2004/2005. The Seventh Generation Club was created in order to encourage First Nations students to stay-in-school and make healthy life choices. Through regular newsletters, a school daytimer specifically designed for the Club, as well as fun contests, the initiative aims to promote self-esteem and the importance of education, health, nutrition, and community involvement.

Since its establishment, the Seventh Generation Club has grown significantly; there are now over 7200 members of the Club, and a dedicated network of teachers and parents representing 174 different schools contributes to the initiative at the local level. The Club is also supported each year through a fundraising gala, which includes a dinner, silent auction, and an evening of entertainment.

YOUTH PROGRAM ADMINISTRATION

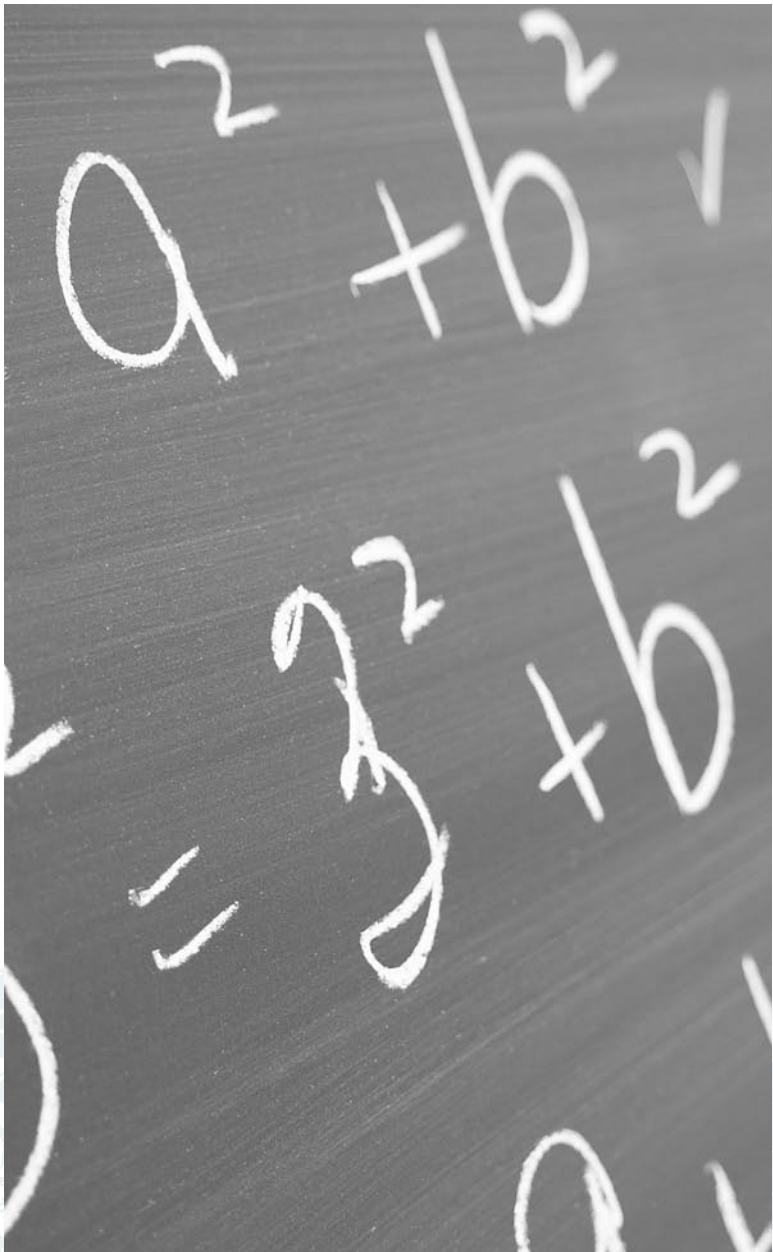
In the past year, the FNSA and FNE SC continued to administer four youth programs that are funded annually by INAC.

- The *Student Summer Employment Opportunities Program* (formerly the Summer Student Career Placement Program) is intended to support opportunities for career-related work experience and training for in-school First Nations students. In 2004/2005, the \$851,635 available for the program was allocated through a base-plus-per-capita formula, and 176 of the 194 eligible First Nations accessed their grants.
- The *Science and Technology Program* (formerly the Summer Science and Technology Camp 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 2004/2005, \$204,822 was provided for that program, which allowed for the approval of 42 of the 92 proposals for funding.
- \$1,042,982 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, 20 of the 45 applicants could be approved for funding in 2004/2005.
- Finally, the *Career Promotion and Awareness Program* supports First Nations youth through Cooperative Education Programs for First Nations schools. With the \$431,207 available in 2004/2005, 12 of the 31 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.



Youth Panels at FNSA conferences give young people an opportunity to share their views.



AUDITED FINANCIAL STATEMENTS

FIRST NATIONS SCHOOLS ASSOCIATION

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March 31, 2005

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MANAGEMENT'S RESPONSIBILITY FOR FINANCIAL REPORTING
For The Year Ended March 31, 2005

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, 2005 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, 2005, 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 19, 2005
RICHMOND, B.C.

FIRST NATIONS SCHOOLS ASSOCIATION

SUMMARY STATEMENT OF REVENUE AND EXPENDITURES For the Year Ended March 31, 2005

Statement 1

	Budget \$	2005 Actual \$	2004 Actual \$
REVENUE			
First Nations Education Steering Committee Society			
Funding, Operations	239,129	239,129	228,129
Membership fees	18,000	18,650	19,209
Interest income	7,000	7,063	7,544
ArtStarts contributions	15,992	15,992	17,500
First Nations Education Steering Committee Society			
Funding, Seventh Generation	4,500	4,500	-
Seventh Generation Gala income	24,000	29,875	31,488
First Nations Education Steering Committee Society			
Funding, Capacity Building	-	-	59,674
Annual general meeting vendors' table income	5,000	4,747	6,403
Conference registration	12,000	13,150	4,550
	325,621	333,106	374,497
EXPENDITURES			
Administration	3,250	3,255	5,080
Artists in education program	34,800	31,900	30,813
Audio visual equipment	5,200	6,032	5,659
Annual report	4,000	2,994	2,287
Board members	-	7,152	21,184
Catering	61,700	63,061	70,258
Directors meetings	38,500	29,485	60,670
Gala events	2,000	1,966	6,378
Facilities	11,200	11,798	5,430
Insurance	3,175	3,175	2,890
Office and miscellaneous	22,500	18,901	20,387
Professional fees	6,500	6,241	6,968
Rent	7,800	8,463	7,800
Research	30,000	-	-
School measures and data	4,000	8,535	21,603
Silent auction items	7,280	7,466	5,045
Speakers	12,000	12,247	1,422
Supplies	7,000	8,908	9,352
Wages and benefits	46,529	46,529	48,529
	307,234	278,108	331,755
EXCESS OF REVENUE OVER EXPENDITURES	18,387	54,998	42,742
FUND BALANCE, BEGINNING OF THE YEAR	244,880	244,880	202,138
FUND BALANCE, END OF THE YEAR	263,267	299,878	244,880

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, 2005

Statement 2

Schedule #	Opening Equity \$	FNESC Funding \$	Membership Fees \$	Other Revenue \$	Total Revenue \$	Total Expenditures \$	Excess For the Year \$	Transfers For the Year \$	Ending Equity \$
Core Operation 1	140,259	239,129	18,650	23,055	280,834	159,222	121,612	(103,000)	158,871
Seventh Generation Gala 2	27,072	4,500	-	29,875	34,755	20,727	13,648	3,000	43,720
Annual General Meeting and Conference 3	77,549	-	-	17,897	17,897	98,159	(80,262)	100,000	97,287
	244,880	243,629	18,650	70,827	333,106	278,108	54,998	-	299,878

The accompanying notes are an integral part of these financial statements

FIRST NATIONS SCHOOLS ASSOCIATION

STATEMENT OF FINANCIAL POSITION
March 31, 2005

Statement 3

	2005 \$	2004 \$
ASSETS		
CURRENT		
Cash	242,190	175,875
OTHER		
Due from First Nations Education Steering Committee Society	68,162	87,164
	310,352	263,039
LIABILITIES		
CURRENT		
Accounts payable and accruals	10,474	18,159
MEMBERS' EQUITY		
OPERATING FUNDS	299,878	244,880
	310,352	263,039

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, 2005

Statement 4

	2005 \$	2004 \$
CASH FLOWS FROM OPERATING ACTIVITIES		
Excess of revenues over expenditures	54,998	42,742
CHANGES IN NON-CASH WORKING CAPITAL ACCOUNTS		
Accounts payable and accruals	(7,684)	15,659
	47,314	58,401
CASH FLOWS FROM FINANCING AND INVESTING ACTIVITIES		
Due from First Nations Education Steering Committee Society	19,001	5,439
NET INCREASE IN CASH	66,315	63,840
CASH - BEGINNING OF THE YEAR	175,875	112,035
CASH - END OF THE YEAR	242,190	175,875

The accompanying notes are an integral part of these financial statements

FIRST NATIONS SCHOOLS ASSOCIATION

NOTES TO THE FINANCIAL STATEMENTS
March 31, 2005

NOTE 1: SOCIETY, AIMS AND OBJECTIVES

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

FIRST NATIONS SCHOOLS ASSOCIATION

SCHEDULE OF CORE OPERATION
For the Year Ended March 31, 2005

Schedule 1

	Budget \$	2005 Actual \$	2004 Actual \$
REVENUE			
First Nations Education Steering Committee Society			
Funding, Core Operation	239,129	239,129	228,129
Membership fees	18,000	18,650	19,209
Interest income	7,000	7,063	7,544
ArtStarts contributions	15,992	15,992	17,500
	280,121	280,834	272,382
EXPENDITURES			
Administration	3,000	3,000	3,000
Artists in education program	34,800	31,900	30,813
Annual report	4,000	2,994	2,287
Directors meetings			
- December meeting	7,500	5,471	4,677
- June meeting	7,500	10,577	5,403
- September meeting	10,500	7,346	9,314
- February meeting	10,500	4,701	11,573
- March meeting	-	-	1,353
- Principal professional development	1,000	748	26,092
- General meeting	1,500	641	2,258
Insurance	3,175	3,175	2,889
Office and miscellaneous	22,300	18,901	20,386
Professional fees	6,500	6,241	6,968
Office rent	7,800	8,463	7,800
Research	30,000	-	-
School measures and data	4,000	8,535	21,603
Wages and benefits	46,529	46,529	48,529
	200,604	159,222	204,945
EXCESS OF REVENUE OVER EXPENDITURES	79,517	121,612	67,437
FUND BALANCE, BEGINNING OF THE YEAR	140,259	140,259	175,822
INTER-FUND TRANSFER	(103,000)	(103,000)	(103,000)
FUND BALANCE, END OF THE YEAR	116,776	158,871	140,259

FIRST NATIONS SCHOOLS ASSOCIATION

SCHEDULE OF SEVENTH GENERATION GALA
For the Year Ended March 31, 2005

Schedule 2

	Budget \$	2005 Actual \$	2004 Actual \$
REVENUE			
First Nations Education Steering Committee Society			
Funding, Seventh Generation Gala	4,500	4,500	-
Sale of tables	12,000	14,680	19,015
Silent auction	12,000	14,695	12,473
Donation	-	500	-
	28,500	34,375	31,488
EXPENDITURES			
Administration	250	255	815
Audio visual equipment	1,200	1,185	702
Catering	6,700	6,655	18,116
Gala events	2,000	1,966	6,378
Facilities	3,200	3,200	2,675
Silent auction items	7,280	7,466	5,045
	20,630	20,727	33,731
EXCESS (DEFICIENCY) OF REVENUE OVER EXPENDITURES	7,870	13,648	(2,243)
FUND BALANCE, BEGINNING OF THE YEAR	27,072	27,072	26,315
INTER-FUND TRANSFER	3,000	3,000	3,000
FUND BALANCE, END OF THE YEAR	37,942	43,720	27,072

FIRST NATIONS SCHOOLS ASSOCIATION

SCHEDULE OF ANNUAL GENERAL MEETING AND CONFERENCE
For the Year Ended March 31, 2005

Schedule 3

	Budget \$	2005 Actual \$	2004 Actual \$
REVENUE			
First Nations Education Steering Committee Society			
Funding, Annual General Meeting	-	-	59,674
Conference registration	12,000	13,150	4,550
Vendors' tables	5,000	4,747	6,403
	17,000	17,897	70,627
EXPENDITURES			
Administration	-	-	1,265
Audio visual equipment	4,000	4,847	4,957
Board members	-	7,152	21,184
Catering	55,000	56,407	52,142
Facilities	8,000	8,598	2,756
Office expenses	7,000	8,908	9,352
Speakers	12,000	12,247	1,422
	86,000	98,159	93,078
DEFICIENCY OF REVENUE OVER EXPENDITURES	(69,000)	(80,262)	(22,451)
FUND BALANCE, BEGINNING OF THE YEAR	77,549	77,549	-
INTER-FUND TRANSFER	100,000	100,000	100,000
FUND BALANCE, END OF THE YEAR	108,549	97,287	77,549



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