



annual report 2000/01



First Nations Schools Association

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annual report 2000/01

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Message from the FNSA President



On behalf of the First Nations Schools Association (FNSA) Board of Directors, I am very pleased to present the FNSA Annual Report for 2000/2001. The past year represented another exciting period of growth and development for the FNSA, and we hope that the Association continued to provide quality services and support to First Nations schools throughout BC.

I would like to take this opportunity to thank all of the people and organizations that have helped us to undertake our work. The FNSA would like to acknowledge the First Nations Education Steering Committee (FNESC) for the support it has shown the Association since its establishment. We continue to value our close relationship with FNESC, and we look forward to continuing to work in partnership with the Steering Committee for many years to come. The FNSA would also like to thank the many individuals who have attended the events we have sponsored, and provided us with such valuable feedback on our initiatives and publications. The FNSA would particularly like to thank the many First Nations schools throughout the province who have become members of the Association, demonstrating their commitment to working together to strengthen our efforts to support First Nations learners. I am confident that by continuing to support one another and provide a united voice for First Nations schools, we will continue to achieve great success in the years to come.

Dennis Bogle

FNSA President for 2001/2002



Introduction



The First Nations Schools Association (FNSEA) 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 FNSEA is dedicated to communicating and addressing the common concerns of First Nations schools. The Association is operated and directed by First Nations schools, and it is incorporated as a non-profit society with charitable status.

Each year, the FNSEA Board of Directors is elected at its Annual General Meeting (AGM). At the 1999 AGM, a regional representation structure was accepted, and Directors are now elected to represent a region of the province. The Board of Directors for 2000/2001 included:

President	Sandra Small	?a'q'amnik Primary School
Vice President	Ernie Hill	Hartley Bay Elementary/Secondary School
Secretary	Sue Gower	Chalo School
Treasurer	Barbara White	Qwam Qwum Stalicut School
Directors	Sue Alfred	Moricetown Elementary School
	Jennifer Andy	Acwsalcta School
	Dennis Bogle	Stein Valley Nlakapamux School
	Robert Matthew	Chief Atahm School
	Karla Point	Hot Springs Cove School
	Linda Price	Nagwuntloo School



FNSA Activities – 2000/2001

1. FNSA Conference

Each spring, the FNSA holds its annual First Nations Schools Conference and Annual General Meeting (AGM) in Vancouver, BC, and this year's event took place in April. The theme of the 2001 Conference was *Honouring Our Community Partnerships*. That theme recognized the need for full community support for and involvement in First Nations schools, and the importance of schools being fully integrated within the communities they serve. Approximately 200 people working in and with First Nations schools attended the 2001 Conference, which included a keynote address from Satsan (Herb George), Vice Chief of the Assembly of First Nations BC Region, as well as several workshops dealing with a range of issues. The 2001 AGM provided a very exciting opportunity for FNSA members to collectively plan for ways to move ahead in areas such as special education programming, school assessment, and gathering strength.

1.1 Teacher Job Fair

A complementary initiative also took place following the FNSA 2001 Conference and AGM. At the request of its members, the FNSA hosted its first Teacher Job Fair in April 2000, and many First Nations schools attended that event and set up information displays to promote themselves with prospective teachers. Teachers were invited to attend the Job Fair through notices in national newspapers, newsletters, and at teacher education programs across Canada. The schools and teachers that attended the job fair indicated that it was an extremely beneficial opportunity, and a second job fair was therefore organized for the Spring of 2001, as well.

2. FNSA Information Sharing

Central to the work of the FNSA are its efforts to share information as broadly as possible. The FNSA continually strives to distribute up-to-date information about evolving policies and programs that are relevant to schools. In addition, a FNSA web site has been established, which is intended to make FNSA materials and relevant information more accessible. The web site can be found at www.firstnations-schools.bc.ca, and it includes highlights of activities, newsletters, publications, and links to other sites that may contain useful information. FNSA newsletters are also distributed quarterly.



3. Working in Partnership

3.1 Working with the First Nations Education Steering Committee (FNESC)

Since its establishment, the FNSA has continuously worked closely with the First Nations Education Steering Committee (FNESC) to serve First Nations schools as effectively as possible. In 2000/2001, this relationship was formalized through the signing of an administrative agreement, according to which FNESC provides administrative support to the FNSA to assist with its ongoing operations. The FNSA is very pleased to enjoy such an extremely positive working relationship with FNESC.

3.2 Establishing Broader Partnerships to Promote Change

Throughout the past year, the FNSA has also participated in efforts to build upon the 1999 Memorandum of Understanding (MoU) on Aboriginal Education signed by the FNSA, FNESC, the Department of Indian Affairs, the BC Ministry of Education, the BC College of Teachers, the BC Principals' and Vice Principals' Association, the BC School Trustees' Association, and the BC Teachers' Federation. That MoU outlines the Education Partners' commitment to "work together within our respective organizations to improve school success for Aboriginal learners in British Columbia." Since the signing of the MoU, regular meetings of the Education Partners have taken place, and for the year 2000, the partners agreed to explore three issues in detail. The Education Partners have been working to address the issue of employment equity and the need for more Aboriginal staff in the public education system by developing a tool kit to assist with the design and implementation of employment equity policies. The Partners are also working to enhance the recruitment and training of Aboriginal teachers – an issue which is particularly imperative given the widely predicted teacher shortage. Finally, a working group has been established to consider challenges related to racism. The FNSA looks forward to continuing its involvement in these important initiatives, as cooperative efforts will undoubtedly result in stronger programs for First Nations students.

4. Gathering Strength Initiative 2000/2001

Among the most significant areas of activity for the FNSA in the past year was its Gathering Strength Initiative, which was implemented jointly with FNESC. The Gathering Strength Initiative was funded by the Department of Indian Affairs, as one component of its response to the report of the Royal Commission on Aboriginal Peoples. In 2000/2001, \$40 million was available nationally for that program, of which \$5.4 million was allocated to BC. FNESC and the FNSA were responsible for administering that funding. \$3 million was allocated directly to First Nations schools for local initiatives, \$1.8 million was available to First Nations communities through a proposal process, and \$420,000.00 was used for provincial level support activities such as the Speakers Series, the toll-free special education resource line, and other priorities established by First Nations schools, all of which are described below.



4.1 Funding for School-Based Gathering Strength Activities

As described above, the majority of the money accessed through Gathering Strength for 2000/2001 was distributed to First Nations schools through a base plus per capita funding formula. Funding was provided to the schools for activities related to three primary areas: school capacity building, stay-in-school activities, and special education programs and services. The programs and services sponsored through that funding varied tremendously, and had significant, positive results for the schools.

4.2 Speakers Series Workshops

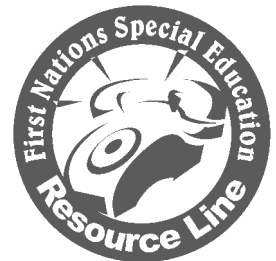
In addition to the funding distributed to schools, in 2000/2001 the FNSEA and FNESC organized a second speakers series. Individuals with expertise related to special education, capacity building, and stay-in-school activities were invited to facilitate workshops in a variety of locations throughout the province. The fifteen workshops were available to teachers, parents, school board members, and anyone else interested in the information being presented. The response was extremely positive, and the people who attended the workshops found them to be very informative and useful.

4.3 Language Curriculum Development Workshops

Through last year's Gathering Strength initiative, two workshops were planned to present information related to language curriculum development. The workshops were intended to be introductory, outlining topics such as the steps involved in curriculum development, the range of resources required, and suggestions for becoming organized for curriculum development. One of the workshops was hosted by the staff of Chief Atahm School, an immersion school in Chase, BC, whose staff has extensive experience in developing language curriculum for a range of subjects and grade levels. The second workshop took place in Nanaimo, BC, and was facilitated by a consulting group from the Nicola Valley area. The language workshops were extremely popular, and capacity was reached within the first two weeks of registration. Given that tremendous response, the FNSEA and FNESC are committed to organizing additional language curriculum development workshops in the upcoming year.

4.4 Special Education Toll-Free Telephone Support Line

Another aspect of the FNSEA's ongoing efforts to provide assistance to First Nations schools and communities was the establishment of a toll-free telephone support line for teachers, parents, and other community members who have questions or require information about special education issues. First established in 1999, this initiative has grown consistently, as more and more people have become aware of the assistance available. In 2000/2001, the toll-free telephone support line was expanded, and a special education teacher was employed full-time to coordinate the program. Many of the peo-



ple who made use of the service were teachers in First Nations schools who had questions about specific special needs. In addition, parents and education coordinators also telephoned to ask about effective ways to support their children. The experience gained throughout the past two years will undoubtedly be very useful as the telephone support line continues.



4.5 Parents Club

One of the most exciting new initiatives for 2000/2001 was a Parent's Club. The FNSA established the Parent's Club in recognition of the important role of parents in ensuring success for First Nations students. The Club began with an invitation to First Nations communities, encouraging them to organize a locally-based Club. Once established, Clubs register with the FNSA, and they are then provided with parenting materials and incentives for members. The introduction of the Parent's Club was met with a tremendously positive response. Within two months, over 60 Clubs had registered with the FNSA, representing over 1500 First Nations parents. Those Clubs are now active within their communities, bringing parents together to discuss relevant issues and support each other in working with schools to promote education. Given the immediate success of this program, the FNSA is committed to continuing it in future years.

4.6 School Assessment Research

For several years, the FNSA has been working to support First Nations schools in the area of school assessment. In 1998/1999, Chief Nathan Matthew facilitated a research project and prepared a report titled *Meeting Our Expectations: Considering a Framework for the Assessment of First Nations Schools*. The 1999/2000 Gathering Strength Initiative then involved a further exploration of the developed framework through the implementation of pilot projects by five First Nations schools in BC. Based on their use of the framework, the schools suggested that further tools might be helpful in making the process simpler to use. Following that recommendation, two draft school assessment handbooks were presented at the 2000 FNSA AGM and Conference, with a favourable response from participants. The First Nations schools in attendance at the AGM also agreed that the FNSA should coordinate a 2000/2001 school assessment initiative, involving the provision of grants to schools interested in undertaking assessment processes. Nineteen schools volunteered to take part in that initiative. The 2000/2001 assessment projects included a series of information sharing workshops, as well as training for individuals interested in being external assessors for First Nations schools. That initiative will be concluded at the end of the 2001 school year. In the meantime, FNSA members have recommended that a similar process be implemented in the upcoming school year, and seventeen schools have volunteered to take part in 2001/2002.



4.7 Gathering Strength Sponsored Research

One research initiative planned for 2000/2001 was a project intended to explore “transitions,” and ways to assist students through key, challenging times in their educational experiences. Using a literature review, as well as interviews with a selection of First Nations representatives with expertise in education programming, the transitions project considered the changes students experience when moving from home to pre-school, pre-school to kindergarten, elementary to secondary, grade 8 to grade 9, First Nations schools to public schools, and secondary to post-secondary. The results of that research are now available in a project final report.

Gathering Strength funding was also used to sponsor an examination of issues related to First Nations adult learners with special needs. A discussion paper, based upon a literature review, a survey for First Nations adult education program coordinators, and selected interviews, highlights the current strengths and challenges of First Nations learners with special needs, as well as ways in which to best support those students.

In addition, 2000/2001 Gathering Strength funding was allocated to the preparation, printing and distribution of two new information pamphlets for First Nations and First Nations schools. The *Individual Education Plans Handbook for Parents and Individual Education Plans Handbook for Teachers* were prepared to share ideas and recommendations for supporting First Nations students with special needs.

5. Special Education Research

The need for greater support for First Nations students with special needs has been well documented, and the FNSA has been working for several years to address this critical issue. Much of that work has been undertaken in partnership with FNEESC. As described above, gathering strength funding has been used to support local program delivery, and to prepare materials for use by First Nations schools throughout BC. In addition, FNEESC and the FNSA have worked to promote the need for special education funding for First Nations schools.

For two years, the FNSA and FNEESC sponsored a major initiative to assess students suspected of having special needs, and to assist with the development of Individual Education Plans (IEPs) for those students. That project was intended to provide a better understanding of the levels and types of special needs of students in First Nations schools, and to also provide direct assistance to students, parents, and staff working in First Nations schools. The information collected has been extremely useful in terms of planning provincial level initiatives, and work to highlight the need for adequate resources for this core area of education.

At the 2000 FNSA AGM, a motion was passed supporting FNEESC and the FNSA continuing to work on special education issues. Based upon that motion, the organizations have worked to establish a solid foundation for possible new special education initiatives. FNEESC and the FNSA prepared and shared policies to guide their special education activities, and they also developed a framework for the development of community special education policies. In addition, the FNSA, FNEESC, and



First Nations schools collaborated to finalize a five year plan that highlights a range of activities to be undertaken. Those documents were reviewed in detail and approved at the FNSA 2001 AGM.



SEVENTH GENERATION

6. Seventh Generation Club

One of the key programs of the FNSA is the Seventh Generation Club, an initiative that aims to encourage First Nations young people to stay-in-school and make healthy life choices. The club is sponsored by the Department of Indian Affairs, Health Canada, the Chiefs' Health Committee, BC Hydro, and Orca Bay Sports and Entertainment.

All First Nations students attending school in BC are welcome to become members of the Seventh Generation Club, and over 5000 young people have chosen to do so. There is no membership fee for students, and members receive newsletters and are welcome to enter contests and participate in a variety of activities. The Seventh Generation Club has sponsored province-wide sports days and science days, which involve designating a specific day, and encouraging First Nations schools to schedule a sports and science day to coincide with one another. Interested schools have been provided Seventh Generation Club ribbons and banners and a collection of non-resource intensive science experiments to use for their events.

In 2001, the FNSA also organized the first Seventh Generation Club Gala Dinner and Celebration in April. That evening included a dinner, silent and live auction. Gala guests were also entertained by George Leech, a blues guitarist and singer, the Nisga'a Dance Group, and the Iswahl Dancers and Lil'wat Hand-Drummers from Mount Currie. The Gala provided a wonderful opportunity to thank the Seventh Generation Club sponsors, who have been extremely generous in their ongoing financial contributions to support such an important program for First Nations young people. The gala also raised significant funds that will be used to support ongoing Club activities.

7. Youth Program Administration

In 2000/2001, the FNSA continued to work with FNEESC to administer four First Nations youth programs that are funded by the Department of Indian Affairs. Those programs include the Summer Student Career Placement Program, the Summer Science and Technology Camp Initiative, the Youth Work Experience Program, and the Cooperative Education Program. The FNSA is proud to continue to assist with the implementation of those programs, which provide tremendous benefits to First Nations young people. Last year, an evaluation of the youth programs was undertaken, which included a review of all youth program records and reports, as well as interviews with a random selection of applicants and program administrators. Generally, the response to the programs was extremely positive. The youth programs were said to provide important learning opportunities for First Nations learners, although additional funding for the programs was recommended. Support was also expressed for the administration of the programs by the FNSA and FNEESC.



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MANAGEMENT'S RESPONSIBILITY FOR FINANCIAL REPORTING

For The Year Ended March 31, 2001

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

Dennis Bogle
Chair, Board Of Directors

Barbara White
Treasurer, Board Of Directors

AUDITORS' REPORT

FIRST NATIONS SCHOOLS ASSOCIATION

We have audited the statement of financial position of First Nations Schools Association as at March 31, 2001 and the statements of operations, changes in net assets, and cash flows for the year then ended. These financial statements are the responsibility of the Society. Our responsibility is to express an opinion on these financial statements based on our audit.

We conducted our audit in accordance with 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, 2001 and the results of its operations for the year then ended in accordance with generally accepted accounting principles.

Reid Hurst Nagy

REID HURST NAGY
CERTIFIED GENERAL ACCOUNTANTS

APRIL 20, 2001
RICHMOND, B.C.

SUMMARY STATEMENT OF REVENUE AND EXPENDITURES
Statement 1

for the year ended March 31, 2001

	2001		2000
	Budget \$	Actual \$	Actual \$
REVENUE			
First Nations Summit equity transfer	-	-	92,918
DIAND Funding	148,044	148,044	148,044
Membership fees	-	12,538	9,300
Interest income	-	5,520	4,286
Miscellaneous income	-	685	1,513
Sale of tables	-	9,900	-
	<u>148,044</u>	<u>176,687</u>	<u>256,061</u>
EXPENDITURES			
Administration	-	1,672	7,230
Annual general meeting	12,000	5,385	5,793
Annual report	-	2,205	-
Directors meetings			
- June meeting	8,500	9,118	4,688
- September meeting	8,500	8,624	5,176
- December meeting	8,500	6,672	6,600
- March meeting	8,500	8,336	4,480
- Miscellaneous meetings	5,000	6,033	8,384
Insurance	1,200	1,200	-
Janitorial	-	-	697
Newsletter	5,200	3,829	452
Office and miscellaneous	4,900	6,441	9,785
Parents' club	20,000	20,000	-
Professional fees	4,000	3,561	4,762
Rent	7,800	8,800	2,067
Research	38,903	10,762	1,097
Telephone	4,000	5,153	4,267
Trust fund distribution	-	-	130
Wages and benefits	61,844	63,200	41,703
Website development costs	5,000	5,000	-
Contribution to First Nations Education Steering Committee Society	-	-	15,000
	<u>203,847</u>	<u>175,991</u>	<u>122,311</u>
EXCESS OF REVENUE OVER EXPENDITURES	(55,803)	696	133,750

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

STATEMENT OF CHANGES IN NET ASSETS**Statement 2**

For the year ended March 31, 2001

	2001 \$	2000 \$
OPERATING FUND		
Balance, beginning of the year	146,239	12,488
Current year excess (deficiency) of revenues over expenditures	(7,704)	133,750
<u>Balance, end of the year</u>	<u>138,535</u>	<u>146,238</u>
SEVENTH GENERATION GALA FUND		
Balance, beginning of the year	-	-
Current year excess (deficiency) of revenues over expenditures	8,400	-
<u>Balance, end of the year</u>	<u>8,400</u>	<u>-</u>
CAPITAL FUND (Notes 2b & 3)		
Balance, beginning of the year	2,429	-
Current additions	-	3,388
Current amortization	(960)	(959)
<u>Balance, end of the year</u>	<u>1,469</u>	<u>2,429</u>
	148,404	148,667
REPRESENTED BY:		
Total Assets	150,305	149,868
Total Liabilities	1,901	1,201
	<u>148,404</u>	<u>148,667</u>

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

STATEMENT OF FINANCIAL POSITION

Statement 3

March 31, 2001

	2001 \$	2000 \$
ASSETS		
CURRENT		
Cash	42,014	22,946
CAPITAL (Notes 2b & 3)		
	1,469	2,429
OTHER		
Due from First Nations Education Steering Committee Society	106,822	124,493
	<u>150,305</u>	<u>149,868</u>
LIABILITIES		
CURRENT		
Accounts payable and accruals	1,901	1,201
MEMBERS' EQUITY		
Operating Fund	138,535	146,238
Seventh Generation Gala Fund	8,400	-
Capital Fund (Notes 2b & 3)	1,469	2,429
	<u>148,404</u>	<u>148,667</u>
	<u>150,305</u>	<u>149,868</u>

Approved On Behalf of First Nations Schools Association:

 Dennis Bogle

 Barbara White

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

STATEMENT OF CASH FLOWS

For the year ended March 31, 2001

Statement 4

	2001 \$	2000 \$
CASH FLOWS FROM OPERATING ACTIVITIES		
Excess of revenues over expenditures	696	133,750
Capital asset purchases	-	3,388
	696	137,138
CHANGES IN NON-CASH WORKING CAPITAL ACCOUNTS		
Accounts payable and accruals	700	1,201
	1,396	138,339
CASH FLOWS FROM FINANCING AND INVESTING ACTIVITIES		
Due from First Nations Education Steering Committee Society	17,672	(124,493)
Purchase of capital assets	-	(3,388)
	17,672	(127,881)
NET INCREASE IN CASH	19,068	10,458
CASH - BEGINNING OF THE YEAR	22,946	12,488
CASH - END OF THE YEAR	42,014	22,946
AS REPRESENTED BY:		
Cash	42,014	22,946

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

NOTES TO THE FINANCIAL STATEMENTS

March 31, 2001

NOTE 1: SOCIETY, AIMS AND OBJECTIVES

The Society was incorporated under the Society Act on December 18, 1996. The Society obtained its Registered Charities status effective April 1, 1998. The First Nations Schools Association serves First Nations schools to promote quality education and to maximize the available resources in order to improve the quality of education for First Nations students. The First Nations Schools Association will direct its energies to supporting the work of First Nations schools in developing and implementing culturally appropriate, meaningful and quality educational programs. The First Nations Schools Association will work to provide a forum for networking, communication and liaison among First Nations schools, other educational institutes, and federal, provincial and other governments.

NOTE 2: SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

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

a) Fund accounting

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

b) Capital assets

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

Computer equipment	3 years
Equipment and furniture	5 years

NOTE 3: CAPITAL ASSETS

'Capital assets' is comprised of the following:

	COST	ACCUMULATED AMORTIZATION	2001 NET	2000 NET
	\$	\$	\$	\$
Computer equipment	1,273	509	764	1,019
Furniture and equipment	2,115	1,410	705	1,410
	3,388	1,919	1,469	2,429

SCHEDULE OF OPERATIONS

For the year ended March 31, 2001

Schedule 1

	2001		2000
	Budget	Actual	Actual
	\$	\$	\$
REVENUE			
First Nations Summit equity transfer	-	-	92,918
DIAND Funding	148,044	148,044	148,044
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Miscellaneous income	-	685	1,513
	<u>148,044</u>	<u>166,787</u>	<u>256,061</u>
EXPENDITURES			
Administration	-	1,172	7,230
Annual General meeting	12,000	5,385	5,793
Annual Report	-	2,205	-
Directors meetings			
- December meeting	8,500	6,672	6,600
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Newsletter	5,200	3,829	452
Office and miscellaneous	4,900	6,441	9,785
Parents' club	20,000	20,000	-
Professional fees	4,000	3,561	4,762
Rent	7,800	7,800	2,067
Research	38,903	10,762	1,097
Telephone	4,000	5,153	4,267
Trust fund distribution	-	-	130
Wages and benefits	61,844	63,200	41,703
Website development costs	5,000	5,000	-
Contribution to First Nations Education Steering Committee Society	-	-	15,000
	<u>203,847</u>	<u>174,491</u>	<u>122,311</u>
EXCESS OF REVENUE OVER EXPENDITURES	(55,803)	(7,704)	133,750

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

SCHEDULE OF SEVENTH GENERATION GALA**Schedule 2**

For the year ended March 31, 2001

	2001		2000
	Budget	Actual	Actual
	\$	\$	\$
REVENUE			
Sale of tables	-	9,900	-
EXPENDITURES			
Administration	-	500	-
Rent	-	1,000	-
	-	1,500	-
EXCESS OF REVENUE OVER EXPENDITURES	-	8,400	-

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



FNSA

First Nations Schools Association

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