

Contents

Message from the President	
Introduction	
FNSA Activities	
FNSA Conference	
Special Education Research	
Special Education Support Line	
Support for School Assessment	
Other Research	
First Annual Speakers' Series	
Audited Financial Statements	
Management's Report	
Auditors' Report	
Statement Of Operations	
Statement Of Changes In Net Assets...	
Statement Of Financial Position	
Statement Of Cash Flows	
Notes To The Financial Statements	

Message from the FNSA President

On behalf of the First Nations Schools Association (FNSA) Board of Directors, I would like to present the FNSA Annual Report for 1999/2000. 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.

The FNSA implemented a number of new initiatives in 1999/2000, and the response to those programs has been so positive that we are already preparing to continue many of them in the upcoming year. The first annual Speakers Series and the Special Education Toll-Free Support Line were among the new projects taken on by the FNSA in 1999/2000 that will be continued. In addition, the FNSA was very pleased to be able to help sponsor many locally based activities that were so beneficial for First Nations learners, and we are excited to be able to do so again in 2000/2001.

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 sponsored by the Association who have 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.

Sandra Small

FNSA President for 2000/2001

Introduction

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 was established to address an identified need for an organization dedicated to communicating and addressing the common concerns of First Nations schools. The FNSA is operated and directed by First Nations schools. The FNSA is incorporated as a non-profit society with charitable status.

The FNSA Board of Directors is elected at each Annual General Meeting. At the 1999 Annual General Meeting, a regional representation structure was accepted, and Directors are now elected to represent a region of the province. The Board of Directors for 1999/2000 included:

President

Darwyn John, Nt'akmenlhalha-Our Way of Life School

Vice President

Sandra Small, ?a'q'amnik Primary School

Secretary

Corrine Cahoose, Nagwuntl'oo Band School

Treasurer

Barbara Barltrop, Snaw-Naw-As School

Directors

Sue Alfred, Moricetown Elementary School

Ernie Hill, Hartley Bay Elem./Sec. School

Syd Pauls, haahuupayak School

Regional Representatives

Sue Gower, Chalo School

Margaret Noble, Bella Bella Community School

Keith Zabetel, Bonaparte School



FNSA Conference

The FNSA held its Annual Conference in April, 2000 in Vancouver, BC. The theme of that Conference was *Working Together to Build Stronger Communities*. Over 200 people working in and with First Nations schools attended that event, which included a panel presentation focusing on the growth of First Nations schools, as well as several workshops dealing with a range of issues including language program development, reading programs, special education, and school board training. The FNSA AGM was also held to coincide with the Conference.

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 the First Nations Education Steering Committee (FNESEC).

In 1998/1999 and 1999/2000, the FNSA and FNESEC sponsored a major initiative that involved educational psychologists visiting a selection of First Nations schools throughout BC 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 results of that project are now available in the *Special Needs Assessment Project II – Final Report*.

The response to the project was extremely positive. The schools that participated indicated that the experience was very worthwhile. The assessments provided the schools and parents with more information about the needs of the students, as well as suggestions for how to help the students best reach their full potential. In addition, a better understanding of special needs in First Nations schools was fostered through this project. That information will be extremely beneficial in terms of planning provincial level initiatives and working to ensure that First Nations schools are provided adequate resources for this core area of education.

Toll-Free Telephone Special Education Support Line for First Nations Schools and Communities

Another aspect of the ongoing efforts by FNEESC and the FNSA to provide assistance to First Nations schools and communities involves 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. Implemented for the first time in 1999/2000, the



telephone support line was operated in partnership with the University of British Columbia (UBC) Ts"kel Programme and the UBC House of Learning. The toll-free line was staffed by two graduate students, who were supervised and advised by UBC faculty and experienced teachers.

The first year of this initiative provided an excellent opportunity for growth and learning. The number of telephone calls received increased consistently, as more and more people became aware of the assistance. Many of the people who made use of the service were teachers in First Nations schools who had questions about specific special needs. In addition, parents also telephoned to ask for assistance in interpreting IEPs that had been developed for their children.

The use of and interest in the toll-free telephone support line has grown so much throughout the past year that FNEESC and the FNSA have already planned for the implementation of a larger initiative for the 2000/2001 school year. Given the initial success of the project, a special education teacher has been hired to work on the telephone line on a full-time basis beginning in September, 2000. The experience gained in the past year will undoubtedly be very useful as the telephone support line continues to be developed.

Providing Support for School Assessments

One of the other key areas of activity for the FNSA was school assessment. A series of workshops held in 1998/1999 resulted in the publication of *Meeting Our Expectations: Considering a Framework for Assessments in First Nations Schools*. Throughout 1999/2000, the FNSA and FNEESC undertook significant



work to further explore and refine the framework outlined in *Meeting Our Expectations*, including pilot projects in five First Nations schools to test the *Meeting Our Expectations* framework, and a meeting to consider the issue of school assessment generally. Based upon the results of the pilot projects and the workshop, further materials were developed that are available to schools to assist them in implementing an assessment process. In 2000/2001, the assessment work will be continued, and the results of the ongoing initiatives will be shared with all First Nations schools and any other interested organizations and individuals.

Other Research and Information Preparation to Assist First Nations Schools

In 1999, the FNSA responded to information from many schools that identified parental involvement as a key area for increased efforts. Significant research exists that emphasizes the crucial role parents play in the educational success of students. In an effort to assist First Nations schools in encouraging parental involvement, the FNSA is now finalizing the preparation of a *Parent Handbook* that can be adapted and used by First Nations schools. The parent handbook will also provide a foundation for an upcoming FNSA and FNEsc initiative. In the next school year, a parents club will be initiated, which will include newsletters and incentives to encourage parents to be active in their children's education.

In addition, the FNSA has worked with FNEsc to provide special education information for all First Nations schools, including a series of three pamphlets dealing with general special education issues, Fetal Alcohol Syndrome/Fetal Alcohol Effect, and Attention Deficit Disorder/Attention Deficit Hyperactive Disorder. Those pamphlets have been widely distributed to First Nations schools, First Nations communities, public schools, and School Districts. In 1999, a fourth volume was added to the pamphlet series. *Talking With Parents About Special Education* is now available, which outlines some common concerns expressed by parents, and provides information intended to assist them in becoming more aware of general special education issues. Based upon feedback to the pamphlets produced to date, a fifth volume is now being prepared which will provide information about

developing and understanding Individual Education Plans.

The FNSA also conducted a survey of teachers in First Nations schools, to explore issues such as the motivation of teachers who work in First Nations schools, and various positive and challenging aspects of their experiences. The results of that project are now available in *First Nations Schools: Challenging and Rewarding Places to Teach*.

A complementary initiative also took place in the Spring of 2000. At the request of FNSA members, the FNSA hosted a Teacher Career Fair on April 30, 2000. Many First Nations schools attended that event and set up information displays to promote themselves with prospective teachers. Teachers were invited to attend the Career 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.

In 1999/2000, the FNSA also revised and updated the *Employment Handbook for First Nations Schools*, which was originally published in 1997. That handbook outlines a variety of issues related to employment and personnel policies.

Facilitating the First Annual Speakers Series

First Nations schools have consistently highlighted the need for information and training for community members, parents, and school staff, to assist them in their efforts to support students. To address this need, in 1999/2000 FNEESC and the FNSA implemented a new initiative – a 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. Seventeen workshops in total were organized, focusing on:

- **Supporting Children:** David Rattray, Gwen Phillips and Karen Bailey Romanko, and Gwen Point each presented two workshops to provide information to people who work with children in the school system and in First Nations communities, to help them create a safe and comforting environment for children that will promote their staying in school.



- **Special Education:** eight workshops were organized to provide training for parents and staff of First Nations schools in the area of special education. Those workshops provided training for teachers, other school staff, and parents, to assist them with ideas and suggestions related to a range of special needs issues.
- **School Board Training:** Dr. Larry Thomas facilitated three school board training workshops for people involved with school governance, to provide them with skills and suggestions to assist them with their efforts.

The workshops were extremely well received by all of the participants, and the FNSA is committed to continuing this very successful initiative in upcoming years.

Supporting Local Program Development and Delivery

For the past two years, the FNSA also provided Gathering Strength funding directly to First Nations schools to allow them to implement projects that reflect their priorities. In 1998/1999, funding was available for capacity building initiatives. This past year, funding was allocated to all First Nations schools for capacity building, stay-in-school, and special education initiatives. Many of the schools used that funding to implement projects that had been long-awaited but otherwise impossible due to a lack of resources. Detailed descriptions of all of the activities are described in the *1999/2000 Gathering Strength Final Report*, which is available through the FNSA office.

Youth Program Administration

In 1999/2000, 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.

Audited Financial Statements

Management's Responsibility For Financial Reporting
For The Year Ended March 31, 2000

The accompanying financial statements of the First Nations Schools Association 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.

Sandra Small
Chair, Board of Directors

Barbara White
Treasurer, Board of Directors

Auditors' Report

We have audited the statement of financial position of First Nations Schools Association as at March 31, 2000 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, 2000 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

MAY 5, 2000
RICHMOND, B.C.

Statement of Operations
For the year ended March 31,2000

	2000 Budget \$	2000 Actual \$	1999 Actual \$
(Note 5)			
REVENUE			
First Nations Summit equity transfer	92,918	92,918	-
DIAND Funding		148,044	148,044
Membership fees	-	9,300	450
Interest income	-	4,286	65
Miscellaneous income	-	1,513	2,695
	<u>240,962</u>	<u>256,061</u>	<u>3,210</u>
EXPENDITURES			
Administration	-	7,230	-
Annual General meeting	15,000	5,793	-
Directors meetings			
- December meeting	9,000	6,600	-
- June meeting	9,000	4,688	-
- March meeting	9,000	4,480	-
- September meeting	-	9,000	5,176
- Miscellaneous meetings	-	-	8,384
Janitorial	-	-	697
Newsletter	4,000	452	-
Office and miscellaneous	8,700	15,405	-
Professional fees	2,500	4,762	-
Rent	4,800	2,067	-
Research	20,000	1,097	-
Telephone	4,000	4,267	-
Trust fund distribution	-	130	-
Wages and benefits	53,044	36,082	-
Contribution to First Nations Education Steering Committee Society	15,000	15,000	-
	<u>163,044</u>	<u>122,310</u>	<u>-</u>
EXCESS OF REVENUE OVER EXPENDITURES	<u>77,918</u>	<u>133,751</u>	<u>3,210</u>

STATEMENT OF CHANGES IN NET ASSETS
For the year ended March 31, 2000

	2000	1999
	\$	\$
		(Note 5)
OPERATING FUND		
Balance, beginning of the year	12,488	9,278
Current year excess (deficiency) of revenues over expenditures	133,751	3,210
<hr/>		
Balance, end of the year	146,239	12,488
<hr/>		
CAPITAL FUND (Notes 2b & 3)		
Current additions	3,388	
Current amortization	(959)	-
<hr/>		
Balance, end of the year	2,429	
<hr/>		
	148,668	12,488
REPRESENTED BY:		
Total Assets	149,868	12,488
Total Liabilities	1,200	-
<hr/>		
	148,668	12,488
<hr/>		

STATEMENT OF FINANCIAL POSITION
March 31, 2000

	2000	1999
	\$	\$
		(Note 5)
ASSETS		
CURRENT		
Cash	22,946	12,488
CAPITAL (Notes 2b & 3)	2,429	
OTHER		
Due from First Nations Education Steering Committee Society	124,493	-
	<hr/>	<hr/>
	149,868	12,488
LIABILITIES		
CURRENT		
Accounts payable and accruals	1,200	-
MEMBERS' EQUITY		
Operating Fund	146,239	12,488
Capital Fund (Notes 2b & 3)	2,429	-
	<hr/>	<hr/>
	148,668	12,488
	<hr/>	<hr/>
	149,868	12,488
	<hr/>	<hr/>

STATEMENT OF CASH FLOWS
For the year ended March 31, 2000

	2000	1999
	\$	\$
		(Note 5)
CASH FLOWS FROM OPERATING ACTIVITIES		
Excess of revenues over expenditures	133,751	3,210
Capital asset purchases	3,388	-
	<hr/>	<hr/>
	137,139	3,210
CHANGES IN NON-CASH WORKING CAPITAL ACCOUNTS		
Accounts payable and accruals	1,200	-
	<hr/>	<hr/>
	138,339	3,210
CASH FLOWS FROM FINANCING AND INVESTING ACTIVITIES		
Due from First Nations Education Steering Committee Society	(124,493)	-
Purchase of capital assets	(3,388)	-
	<hr/>	<hr/>
	(127,881)	-
NET INCREASE IN CASH	10,458	3,210
CASH - BEGINNING OF THE YEAR	12,488	9,278
	<hr/>	<hr/>
CASH - END OF THE YEAR	22,946	12,488
AS REPRESENTED BY:		
Cash	<hr/>	<hr/>
	22,946	12,488

Notes to the Financial Statements

March 31, 2000

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:

	ACCUMULATED		2000
	COST	AMORT.	NET
	\$	\$	\$
Computer equipment	1,273	254	1,019
Furniture and equipment	2,115	705	1,410
	<hr/> 3,388	<hr/> 959	<hr/> 2,429

NOTE 4:

EQUITY TRANSFER FROM FIRST NATIONS SUMMIT SOCIETY

Prior to April 1, 1999, funding from government agencies was administered by the First Nation Summit Society. The First Nations School Association has since transferred all equity from the First Nation Summit Society to the current administration of the Society.

**NOTE 5:
CHANGE OF FISCAL YEAR-END AND COMPARATIVE FIGURES**

At the Directors meeting held December 10, 1999, it was approved to change the fiscal year-end of the Society from December 31 to March 31. Comparative figures are for the three months ended March 31, 1999.

NOTE 6: UNCERTAINTY DUE TO THE YEAR 2000 ISSUE

The year 2000 issue arises because many computerized systems use two digits rather than four to identify a year. Date sensitive systems may recognize the year 2000 as 1900 or some other date, resulting in errors when information using year 2000 dates is processed. In addition, similar problems may arise in some systems, which use certain dates in 1999 to represent something other than a date. The effects of the Year 2000 issue may be experienced on or before January 1, 2000, and if not addressed, the impact on operations and financial reporting may range from minor errors to significant systems failures, which could affect an entity's ability to conduct normal business operations. It is not possible to be certain that all aspects of the Year 2000 Issue affecting the entity, including those related to the efforts of customers, suppliers, or other third parties, will be fully resolved.