



FNSA

Annual Report 2010/11



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Annual Report 2010/11

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Letter from the President

It is an honour to present the FNSA Annual Report which provides an update on the work that the FNSA has been undertaking on behalf of the First Nations schools of British Columbia.

Since the establishment of our Association, the FNSA has been committed to bringing schools together to collectively establish a research-based, effective and coordinated First Nations school system, founded upon our own principles and needs. I want to thank the FNSA members for the feedback and direction they continually provide to direct the development of this important system and to guide our efforts to support our schools and students.

As always, throughout the past twelve months the FNSA has continued its efforts to support First Nations schools in ensuring that quality and culturally appropriate educational opportunities are available for First Nations students. In order to support that goal, the FNSA has worked to ensure effective information sharing, collective professional development opportunities, school assessment and professional growth process support, as well as the administration of numerous funding programs aimed at strengthening the capacity of First Nations schools and communities. Overall, the FNSA has focused on providing a united voice for First Nations schools, and on promoting the schools' achievements and ongoing needs.

The FNSA also continues to promote the need to address vital topics that need more attention and resources, including language and culture programming, technology, and capital. We invite all schools, partners and supporters to join the FNSA in this important work.

Please do not hesitate to contact the FNSA with your questions and feedback.

Respectfully,

Greg Louie
FNSA President



FNSA Board of Directors and Regions

President

Greg Louie, Maaqtusiis Elem./Sec. School

Nuu-chah-nulth/Coast Salish

Vice-President

Ernie Hill, Hartley Bay School

Haida/Tsimshian/Haisla/Nisga'a

Treasurer

Len Merriman, Stu'ate Lelum Secondary

Nuu-chah-nulth/Coast Salish

Secretary

Victor Jim, Moricetown Elementary School

Gitksan/Wet'suwet'en

Directors

Karen Aoki, Wagalus Preschool

Kwakwaka'wakw/Heiltsuk/Nuxalk/Oweekeno

Margaret Mattess, Eugene Joseph Elementary

Barbara MacLeod, Eliza Archie Memorial Band School

Robert Matthew, Chief Atahm School

Andreas Rohrbach, Aatse Davie School

Kaska/Dene/Tahltan/Tagish/Inland Tlingit

Sharon Lindley, N'Kwala Band School

Tsilhqot'in/Carrier/Sekani

Secwepemc/St'atl'imc/Nlaka'pamux

Secwepemc/St'atl'imc/Nlaka'pamux

Kootenay/Okanagan

(current as of March 2011)



Accomplishments of the FNSA

The First Nations Schools Association (FNSA) works on behalf of all First Nations schools in British Columbia (BC). The Association has a mandate to support the schools in establishing effective, nurturing, and appropriate educational environments that provide students with a positive foundation in all academic areas, including language and culture learning. Approximately 98 percent of the 130 First Nations schools in BC are FNSA members.

Member schools direct the work of the FNSA through decision-making at its Annual General Meeting (AGM) and also through a regionally-representative Board of Directors, selected by FNSA members at each AGM.

Since its creation in 1996, the FNSA has worked to support First Nations schools through research, consultations, professional development and advocacy. The FNSA's work has included developing provincial level programs and activities, sponsorship of school-based initiatives, as well as in-school support from staff and consultants. The FNSA continues to work toward the implementation of effective programming at the classroom, school, and provincial levels, supported by mechanisms for collective support and thorough program monitoring.

The FNSA is proud of its accomplishments, which include the following highlights:

- **Building structures to help teachers support greater student success through professional development aimed specifically at improved instruction.** The FNSA is currently piloting efforts to help educators collect and monitor evidence that students are learning, and to respond immediately when timely feedback indicates otherwise. The approach being used involves a job-embedded continuous improvement process that facilitates teachers' ongoing learning.



- **Building a well-supported infrastructure aimed at promoting instructional leadership**, which involves working with principals to enable them to have a positive influence on learning in classrooms. The Professional Growth Process supports educators in developing their strengths according to Principal Standards designed by First Nations schools.
- **Working with partners to ensure seamless information sharing between the public and First Nations school systems.**
- **Building a well-supported, rigorous school planning process that reflects First Nations schools' unique priorities and needs; identifies strengths, resources, and areas for improvement; and results in meaningful plans for growth.** The School Assessment Process has been recognized by the provincial government in the new Reciprocal Tuition Agreement, which allows the province to pay the full tuition for non-status, off-reserve students attending First Nations schools.
- **Building a multi-year data collection process, intended to inform provincial and school-level planning and program monitoring, and to provide accountability to students, families, communities, First Nations leadership, funding agencies, and the general public.** First Nations schools annually collect and share data related to their operations and results being achieved, and this information is used to inform collective efforts and maintain accountability.
- **Building a thorough system for managing data**, including a comprehensive infrastructure for collection, analysis, and reporting, as well as support to ensure that all First Nations schools in BC can effectively use and share student assessment and performance measurement data. A comprehensive data management strategy is being advanced to ensure that the gathered information is integrated, accessible, and useful.



BUILDING PARTNERSHIPS

To support the growth of a strong and cohesive First Nations education system in BC, the FNSA has formed partnerships with several organizations.

Since its establishment, one of the FNSA's major partners has been the First Nations Education Steering Committee (FNEC). The FNSA and FNEC have provided mutual support for a wide variety of communication, policy and research efforts throughout the past several years. The FNSA and FNEC also have jointly managed many federal programs for schools and communities for over a decade, and the FNSA contracts administrative services from FNEC.

The FNSA also has established formal partnership agreements with the Industry Training Authority, the BC College of Teachers, the First Nations Health Society and a variety of other organizations. The association also is a member of the BC K-12 Aboriginal Education Partners Group. Each partnership provides new opportunities to support First Nations schools and students.

INFORMATION SHARING AND DIALOGUE

The FNSA is committed to continually reporting to the schools it serves and it provides opportunities throughout the year for its members to come together to discuss how to approach new challenges and opportunities.

This year, the FNSA held an Annual Provincial Conference and Annual General Meeting that involved approximately 350 school representatives. The theme of the Conference was Valuing & Caring for All, and the event featured a memorable keynote address by Mary Ellen Turpel-



Lafond, BC Representative for Children and Youth, which highlighted the need for strong advocacy on behalf of First Nations children.

The FNSA also shared information at the community dialogue workshops known as Regional Sessions, in which the FNSA, FNECS and the Indigenous Adult and Higher Learning Association report to communities and schools and seek guidance on emerging issues. More than 200 participants attended the Regional Sessions in 2010/2011, which took place in the communities of Cranbrook, Prince George, Victoria, Williams Lake, Kelowna, Campbell River, Chilliwack, Kamloops and Prince Rupert.



w - Walk away

HOW TO WASH YOUR HANDS

3.

Programs, Services and Research

FIRST NATIONS LANGUAGE AND CULTURE PROGRAMS

Offering quality First Nations language and culture programming is central to the mandate of BC First Nations schools, and the FNSA recognizes that language learning contributes to the educational achievement of students, with particular academic benefits for First Nations students because of the role of language-learning in promoting self-esteem, personal development, and a positive sense of identity.

In 2010/2011, the FNSA completed research that confirms the need for a consistent curriculum framework and approaches to ensure that First Nations language teachers receive support in the areas of instructional strategies, curriculum development, and classroom management.

One of the ways that the FNSA is addressing this issue is the implementation of the Professional Learning Communities initiative. In this model, teachers consider student outcomes and seek out strategies that will make language learning more consistently effective. As part of this initiative, the FNSA also has established a First Nations Schools Language Focus Group. This group is working to identify essential language learning outcomes for beginning language learners.

Additionally, the FNSA has been working to bring attention to the critical underfunding of First Nations schools language programs. The current federal funding formula for First Nations schools provides inadequate funding for language and culture, and there is a significant discrepancy between funding for First Nations language learning compared to the funding provided for other types of language education programming in Canada. Working together with FNEC, the FNSA coordinated the creation of a Business Case that clearly demonstrates the importance of educational settings for First Nations' language and culture revitalization efforts.

FIRST NATIONS STUDENT SUCCESS PROGRAM

The federally funded First Nations Student Success Program (FNSSP), which is administered by the FNSA and FNEC in the BC Region, supports the implementation of a number of important programs, including the First Nations Schools Assessment Process, the FNSA Professional



Growth Process (formerly known as the FNSA Teacher Certification Process) and the School Measures and Data Collection Project.

First Nations Schools Assessment and Certification Process

Over a decade ago, First Nations schools in BC began creating a collectively-managed, community-based First Nations Schools Assessment Process. That comprehensive process involves a thorough review of school programming to identify strengths and areas for improvement, as well as surveys of students, staff and parents to determine levels of satisfaction with the school and its programs. The review process then culminates in the development of School Growth Plans. The School Assessment Process additionally includes visits to participating schools by an FNSA external assessment team, which considers the findings of the School Growth Plan and offers feedback. Interested schools may also request certification by the FNSA, which requires meeting a set of collectively-established standards.

Almost all schools in BC have participated in the School Assessment Process at least once, and they generally have indicated that the process helped them effectively plan for growth and maintain accountability. The assessment process also has been accepted for fulfillment of federal government evaluation requirements and the BC College of Teachers' years of experience requirement.

Overall, this project demonstrates the ability and commitment of First Nations schools to establish their own standards and expectations and provide accountability to First Nations communities, parents and students, as well as funding agencies.



FNSA PROFESSIONAL GROWTH PROCESS

For over a decade, the FNSA has worked to promote and support the growth of effective leadership in First Nations schools, working closely with school principals to prepare support documents, organize relevant training, and facilitate networking opportunities. In order to build upon this work and promote effective instruction and school leadership, the FNSA has developed standards and competencies that are intended to give a clear picture of what teachers and principals must be prepared and able to do in order to deliver quality instruction and leadership in First Nations schools.

Those standards and competencies have been used as the foundation for the FNSA Professional Growth Process – a process designed to foster ongoing professional growth, promote appropriate supervision for learning, and celebrate professional growth achievements. In order to achieve this goal, FNSA staff, known as Regional Principals visit schools and work with principals to promote supervision for learning and effective professional development for teachers. In 2010/2011, eleven schools continued and eleven new schools joined in the Professional Growth Process pilot project.

Additionally, the Professional Learning Communities (PLC) model is an important component of the Professional Growth Process. The PLC initiative provides schools with opportunities for intensive professional development, networking and coaching.

SCHOOL MEASURES AND DATA

The FNSA is committed to continually gathering data to better understand the important work being done in First Nations schools in order to inform planning and maintain accountability to families and communities. This proactive approach to information gathering prepares the schools and the FNSA to effectively respond to requests for data about the range of programs and services in First Nations schools, and it supports efforts to ensure that First Nations students are being provided quality educational opportunities.

Seventy-two schools participated in the project in 2010/2011, the results of which are available in the Seventh Annual School Measures and Data Collection Project Final Report.

FIRST NATIONS HEALTH COUNCIL/SOCIETY AND FIRST NATION SCHOOLS PROJECTS

Since 2009, the FNSA and the First Nations Health Council/Society have worked together to promote health and wellness in First Nation schools. One of the first joint projects was the FNSA's endorsement of a vision and hearing screening process for kindergarten students in First Nation schools, which facilitates early interventions. Subsequently, the organizations have expanded their joint efforts.

Since October 2009, the First Nations ActNow Project has been promoting health and fitness in First Nations schools. In 2010/2011, the project allowed a facilitator to visit 24 schools and 1150 students in weekly sessions to teach drama and hoop play, as well as instruction in the importance of nutrition and exercise.

In addition, in order to ensure that students have access to the math education required for a range of health careers, in 2010/2011 workshops were organized for 50 First Nations school teachers to provide professional development for effective teaching of math at the elementary and secondary levels. In-school instruction on essential math skills teaching was provided to 16 schools.

EDUCATION PARTNERSHIPS PROGRAM

Throughout the past year, the FNSA and FNEC administered the Education Partnerships Program (EPP) for the BC Region, which supported and continued many of the partnership efforts that have been developed throughout the past decade. Highlights from that program related to school-based activities include the following.

Aboriginal Languages

The EPP provided resources to hire an Aboriginal Languages Coordinator. The Coordinator is now working with schools and communities throughout BC to support the development of local language teaching capacity.

ENHANCING DISTANCE SECONDARY COURSE DELIVERY

Currently, it is sometimes difficult for remote First Nations schools to offer a full spectrum of secondary courses due to the difficulty of attracting qualified staff in all subject areas. In response to this situation, and building upon examples of effective distance learning models in use across North America, in 2010/2011 the FNSA and FNEC piloted the Connected Classrooms Project, which is designed to engage students in a virtual learning environment that allows them to connect seamlessly with teachers and students throughout the province.

Aboriginal Student Achievement Project

In 2010/2011, several schools participated in a pilot Aboriginal Student Achievement Project, which uses a “train the trainers” model to build the capacity of educators to better support students and reduce their likelihood of dropping out of school. In this process, project staff gather “stories” from students and families to form the basis for teacher training workshops focused on engaging Aboriginal students in their own learning. The approach also involves reviewing student evidence to facilitate professional conversations. Once evidence has been collected and analyzed, the school staff moves to action and decides how the new information will inform practice.

Joint Curriculum Development

In 2010/2011, support from the EPP also allowed for continued joint curriculum development with the BC Ministry of Education to create more First Peoples classroom resources. Curriculum and teacher guide documents are now complete for English First Peoples 10, 11 and 12, and a First Peoples Math 8/9 Teachers Guide is now available. Further, a working team has developed a K-7 Book Review to identify authentic First Peoples texts suitable for classroom use.



NEW PATHS FOR EDUCATION PROGRAM

This year, the New Paths for Education Program continued to support the efforts of First Nations schools and communities to provide quality education programs at the local level. The project activities target three specific areas: capacity building, improving school effectiveness, and school to work transitions.

In 2010/2011, First Nations schools implemented activities intended to build educational capacity to promote higher retention rates, improved service integration, and efficient service delivery. First Nations community activities focused on improving student attendance, literacy, language and culture, retention and graduation rates.

Teacher Recruitment and Retention: Professional Development Program

One specific component of the New Paths for Education Program is intended to assist First Nations schools in the recruitment and retention of qualified staff through professional development opportunities, recognition for teacher and school excellence, and the promotion of education as a positive career choice. This program provided funding to 120 First Nations schools in 2010/2011, supporting professional development opportunities for 1,341 school personnel.

FIRST NATIONS & INUIT YOUTH EMPLOYMENT STRATEGY INITIATIVE

The First Nations and Inuit Youth Employment Strategy consists of the Summer Work Experience Program and Skills Link Program.



The Summer Work Experience Program (SWEP) supports opportunities for summer work experience and training for in-school secondary and post-secondary First Nations students, providing communities with wage subsidies for short-term student work experience positions. In order to support this program, in 2010/2011 two SWEP career and employment information workshops were held for First Nations youth and their coordinators. Many participants had minimal previous work experience, so the workshop content facilitated valuable discussion about the importance of education, career and education planning, job opportunities, and potential academic scholarships.

The Skills Link Program supported youth participants through the following initiatives.

- The *Career Promotion and Awareness Program* sponsors opportunities for youth in First Nations schools to explore career development, including through the provision of career fairs and leadership projects.
- The *Cooperative Work Placements* sponsors youth in First Nations schools to participate in mentored school-based work and study opportunities.
- The *Science and Technology Program* promotes science and technology as a career choice by providing First Nations youth with first-hand experience in various science and technology disciplines.
- The *Mentored Work Placement Program* sponsors work experience for out-of-school, unemployed, or under-employed First Nations youth.
- The *Information Communication Technology Work Placements* sponsors information communication technology work experience for out-of-school, unemployed, or under-employed youth.



New Relationship Trust Program

In 2010/2011, the FNSA and FNEC continued the fourth year of a partnership with the New Relationship Trust (NRT) Society to administer funding to BC First Nations communities.

The NRT education initiative consisted of allocations to First Nations communities for projects intended to improve student achievement in Language Arts and English, math and science. The community projects complemented and enhanced the provincial-level activities undertaken with the New Paths for Education Program funding.

PARENTAL AND COMMUNITY ENGAGEMENT PROGRAM

The FNSA has always maintained that parents and caregivers have a key role as their child's first and most influential teacher and that it is very important to support community involvement in education. Major initiatives of this program are highlighted below.

First Nations School and Community Grants

Through this program, First Nations schools and communities received grants to assist parents and other caregivers in remaining engaged in their children's education. Specifically, the grants were used for such things as parenting programs and home reading resources, guest speakers for parent meetings, home visits to support parents, programs to support parental participation in school activities and school decision making, and information for parents on how to support their children in career and education planning.

First Nations Parents Club

The First Nations Parents Club was created to acknowledge and support the key role of parents in the education of their children. It provides parents with information, support, and recognition awards for their efforts. This initiative involves the organization of locally-based



parents clubs in BC First Nations communities by supporting them with parenting materials and resources. In 2010/2011, the program supported 90 locally based parent clubs.

BCCPAC Conference

The FNSA and FNEC sponsored 20 First Nations parents to attend a BC Confederation of Parent Advisory Council (BCCPAC) Conference in 2010/2011. The First Nations parent attendance at that event represents an important opportunity for participating parents to learn more about educational support, and their presence also provides BCCPAC members the opportunity to better understand the perspectives of First Nations parents.

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SPECIAL EDUCATION

The FNSA is committed to ensuring that the diverse needs of all First Nations students are being met, reflected through the implementation of the Special Education Program (SEP) in the BC Region.

The majority of SEP funding is allocated directly to First Nations schools so that they can deliver a continuum of services to children and youth. Services are targeted for eligible individual students and small groups of students, as well as for staff professional development opportunities.

Additionally, a portion of the SEP budget is used to coordinate province-wide activities such as student assessment support, speech language pathology services, workshops, and professional development. Highlights of the collectively-organized activities include the following.

- Schools received intervention based support for IEPs/Learning Plans and assistance with Response to Intervention

- A course in the First Nations Speech-Language Assistant Certificate program, FNSL 150 Speech and Language Interventions/Therapy, was offered in March and April of 2011.
- Students received assistive technology through SET-BC to enable them to better access the curriculum and participate in school activities.
- The Special Education Toll-free Resource Line and Speech and Language Resource Line provided phone and email support to parents and teachers.
- With funding from the First Nations Health Council, the FNSA offered FRIENDS for Life training in March 2011, which introduced new curriculum for K4 to Grade 1 and featured special guest speakers Dr. Martin Brokenleg and Dr. Evan Adams.

SEVENTH GENERATION CLUB

The Seventh Generation Club was established in 1997 to encourage First Nations students to stay in school and make healthy choices. The Club has experienced strong growth since its establishment and now involves more than 7000 young members across BC. The Club issues a regular newsletter and publishes a daytimer that features photos and artwork from Club members. Members receive prizes to recognize excellence in school attendance and Club participation, and the Club's sponsors include the Vancouver Canucks and the First Nations Health Council.

ARTISTS IN EDUCATION

The FNSA continued its partnership with the Vancouver Foundation and the BC Arts Council to support the ArtStarts for Education Program, which supports several First Nations schools with exciting art opportunities. In 2010/2011, grants were provided to 22 FNSA member schools.

Financial Statements

FIRST NATIONS SCHOOLS ASSOCIATION

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First Nations Schools Association

March 31, 2011

Management's Responsibility for Financial Reporting

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.

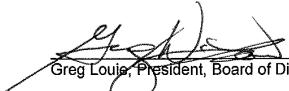
The financial statements have been prepared by management in accordance with Canadian generally accepted accounting principles. Financial statements are not precise since they include certain amounts based on estimates and judgments. When alternative accounting methods exist, management has chosen those it deems most appropriate in the circumstances, in order to ensure that the financial statements are presented fairly, in all material respects.

The Association 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 Association'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 Association'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 and the financial statements for issuance to the Association. The Board takes this information into consideration when approving the financial statements for issuance to the Association. The Board also considers the engagement of the external auditors.

The financial statements have been audited by D&H Group LLP Chartered Accountants in accordance with Canadian generally accepted auditing standards on behalf of the members. D&H Group LLP Chartered Accountants have full access to the First Nations Schools Association.


Greg Louie, President, Board of Directors


Ernie Hill, Vice President, Board of Directors

INDEPENDENT AUDITOR'S REPORT

To the Board of Directors of
First Nations Schools Association

Report on the Financial Statements

We have audited the accompanying financial statements of First Nations Schools Association which comprise the statement of financial position as at March 31, 2011 and the statement of revenue and expenditures, statement of operations and changes in fund balances and statement of cash flows for the year then ended, and a summary of significant accounting policies and other explanatory information.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with Canadian generally accepted accounting principles, and for such internal control as management determines is necessary to enable the preparation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditor's Responsibility

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 comply with ethical requirements and plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.



Opinion

In our opinion, the financial statements present fairly, in all material respects, the financial position of First Nations Schools Association as at March 31, 2011, and the results of its operations and its cash flows for the year then ended in accordance with Canadian generally accepted accounting principles.

Report on Other Legal and Regulatory Requirements

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

Vancouver, B.C.
September 22, 2011

A handwritten signature in black ink that reads 'D+H Group LLP'.

Chartered Accountants

First Nations Schools Association
STATEMENT OF REVENUE AND EXPENDITURES
For the year ended March 31, 2011

	2011		2010
	Budget	Actual	Actual
REVENUE			
First Nations Education Steering Committee Society Funding, Operations	\$ 242,129	\$ 242,129	\$ 192,129
First Nations Health Society	115,000	92,000	47,700
Health Canada	–	–	70,000
Membership fees	18,000	19,485	18,671
Interest income	3,500	13,009	3,083
ArtStarts contributions	16,000	16,000	16,000
Miscellaneous	5,000	5,000	10,835
Annual general meeting vendors' table income	2,000	2,000	2,200
Conference registration	19,000	18,478	24,947
	420,629	408,101	385,565
EXPENDITURES			
Administration	5,000	5,000	10,500
Annual report	4,000	2,796	3,070
Artists in education program (Note 6)	32,000	31,272	34,125
Audio visual equipment	4,000	3,101	3,258
Board members	4,000	4,171	9,057
Catering	60,000	56,936	70,842
Directors' meetings	31,000	52,719	27,372
Facilities	10,000	11,505	8,310
Insurance	3,280	3,643	3,500
Office and miscellaneous	50,800	34,928	21,220
Parent mentoring	10,000	–	1,420
Professional fees	10,000	11,174	6,394
Rent	7,800	7,800	7,800
Research	–	–	16,145
Seventh Generation Club	51,139	51,139	47,700
Speakers	10,000	9,411	11,547
Subscription	5,000	–	–
Wages and benefits	46,529	46,529	46,529
Workshop – arrangements	25,000	26,170	12,056
Workshop – travel	70,000	24,147	23,678
	439,548	382,441	364,523
EXCESS (DEFICIENCY) OF REVENUE OVER EXPENDITURES	(18,919)	25,660	21,042
FUND BALANCE, beginning of year	357,605	357,605	336,563
FUND BALANCE, end of year	\$ 338,686	\$ 383,265	\$ 357,605

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, 2011

Statement 2

Schedule #	FNESC funding	Membership fees	Other revenue	Total revenue	Total expenditures	Excess (deficiency) for the year	Beginning fund balance	Transfers for the year	Ending fund balance
1	\$ 242,129	\$ 19,485	\$ 34,009	\$ 295,623	\$ 185,526	\$ 110,097	\$ 212,010	\$ (73,000)	\$ 249,107
2	-	-	-	-	51,139	(51,139)	51,139	-	-
3	-	-	20,478	20,478	90,459	(69,981)	55,492	73,000	58,511
4	-	-	92,000	92,000	55,317	36,683	38,964	-	75,647
	\$ 242,129	\$ 19,485	\$ 146,487	\$ 408,101	\$ 382,441	\$ 25,660	\$ 357,605	\$ -	\$ 383,265

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

First Nations Schools Association
STATEMENT OF FINANCIAL POSITION
As at March 31, 2011

	2011	2010
ASSETS		
CURRENT		
Cash	\$ 436,622	\$ 586,873
Accounts receivable	92,000	—
Prepaid expenses	7,048	3,408
	<u>\$ 535,670</u>	<u>\$ 590,281</u>
LIABILITIES		
CURRENT		
Accounts payable and accrued liabilities	\$ 3,467	\$ —
Deferred revenue (Note 4)	18,505	16,750
Due to First Nations Education Steering Committee Society (Note 5)	130,433	215,926
	<u>152,405</u>	<u>232,676</u>
COMMITMENTS (Note 6)		
FUND BALANCES		
RESTRICTED (Schedule 4)	75,647	38,964
UNRESTRICTED	307,618	318,641
	<u>383,265</u>	<u>357,605</u>
	<u>\$ 535,670</u>	<u>\$ 590,281</u>

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

Approved on Behalf of the First Nations Schools Association


 Greg Louie, President


 Ernie Hill, Vice President

First Nations Schools Association
STATEMENT OF CASH FLOWS
For the year ended March 31, 2011

	2011	2010
CASH FLOWS FROM (USED IN) OPERATING ACTIVITIES		
Excess of revenue over expenditures	\$ 25,660	\$ 21,042
Adjustments to reconcile net cash provided by operating activities		
Decrease (increase) in		
Accounts receivable	(92,000)	-
Prepaid expenses	(3,640)	2,718
Increase (decrease) in		
Accounts payable and accrued liabilities	3,467	(3,730)
Deferred revenue	1,755	5,700
	(64,758)	25,730
CASH FLOWS FROM (USED IN) FINANCING AND INVESTING ACTIVITIES		
Due from First Nations Education Steering Committee Society	(85,493)	150,779
INCREASE (DECREASE) IN CASH DURING THE YEAR	(150,251)	176,509
CASH, beginning of year	586,873	410,364
CASH, end of year	\$ 436,622	\$ 586,873

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

First Nations Schools Association

NOTES TO THE FINANCIAL STATEMENTS

March 31, 2011

1. ASSOCIATION, AIMS AND OBJECTIVES

First Nations Schools Association (the "Association") was incorporated under the Society Act of British Columbia on December 18, 1996. The Association obtained its Registered Charity status effective April 1, 1998.

The Association serves First Nations schools to promote quality education and to maximize the available resources in order to improve the quality of education of First Nations students. The 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 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.

The Association is exempt from income tax as long as certain criteria continue to be met.

2. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

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

Basis of presentation

The Association follows the restricted fund method of accounting for contributions.

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

- Core Operations;
- Seventh Generation Gala;
- Annual General Meeting and Conference; and
- National Youth Suicide Prevention Strategy.

Revenue recognition

Restricted contributions related to general operations are recognized as revenue of the Core Operating Fund in the year in which the related expenses are incurred. All other restricted contributions are recognized as revenue of the appropriate restricted fund.

Unrestricted contributions are recognized as revenue of the appropriate fund in the year received or receivable if the amount to be received can be reasonably estimated and collection is reasonably assured.

Membership fees are recognized as revenue when earned and collection is reasonably assured.

Budget figures

All budget figures were prepared by management and are unaudited.

Estimates

The preparation of financial statements in accordance with Canadian generally accepted accounting principles requires management to make estimates and assumptions that affect the reported amount of assets and liabilities, and disclosure of contingent assets and liabilities at the date of the financial statements, and the reported amount of revenues and expenditures during the period. Actual results could differ from these estimates.

First Nations Schools Association
NOTES TO THE FINANCIAL STATEMENTS
March 31, 2011

2. **SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES - continued**

Financial instruments

CICA Handbook Sections 3855 and 3861 set out criteria for the recognition, measurement, disclosure and presentation of financial instruments and requires all financial instruments within its scope, including derivatives, to be accounted for either at fair value, or in circumstances where fair value may not be considered the most relevant information, at cost or amortized cost. All financial instruments are classified into one of five categories, with each category possessing specific requirements for initial and subsequent recognition and measurement.

Cash is designated as held for trading and is measured at fair value. Accounts receivable are measured at amortized cost. Accounts payable are classified as other financial liabilities, which are measured at amortized cost, using the effective interest rate method.

3. **FINANCIAL INSTRUMENTS**

The Association's financial instruments consist of cash, accounts receivable, accounts payable and accrued liabilities, and amounts due to First Nations Education Steering Committee Society. Unless otherwise noted, it is management's opinion that the Association is not exposed to significant interest, currency or credit risks arising from these financial instruments.

4. **DEFERRED REVENUE**

Deferred revenue represents funds collected for Annual General Meeting registration. The Annual General Meeting is being held subsequent to the year end date.

5. **RELATED PARTY TRANSACTIONS**

The Association and the First Nations Education Steering Committee (FNESC) are separate organizations, each with their own Board of Directors. The Association is related to FNESC pursuant to an administrative agreement whereby the Association receives administrative and financial support, including staffing and office premises, from FNESC.

During the year, the Association transferred \$ 51,139 (2010 - \$ Nil) to FNESC Seventh Generation program.

Unless otherwise stated, related party transactions are measured at the exchange amount, being the amount of consideration established and agreed to by the related parties.

6. **COMMITMENTS**

The Association is committed to pay the remaining balance of \$ 16,000 to schools for the Art in Education program, subject to reports submitted by the schools.

7. **ECONOMIC DEPENDENCE**

The Association is economically dependent on funding from First Nations Education Steering Committee Society (59.3% in 2011 and 48.6% in 2010) and the First Nations Health Society (22.5% in 2011 and 12.4% in 2010).





FNESA

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