



fnesc



FNSA

# ANNUAL REPORT 2023/24

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FIRST NATIONS EDUCATION STEERING COMMITTEE  
FIRST NATIONS SCHOOLS ASSOCIATION

#113 - 100 Park Royal South  
West Vancouver, BC V7T 1A2

Toll-free: 1-877-422-3672  
Phone: 604-925-6087

[fnesc.ca](http://fnesc.ca) | [fnsa.ca](http://fnsa.ca)



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## Message From the Presidents

FNSA President Aaron Burgess and FNEC President Tyrone McNeil

We are very pleased to present the 2023/24 Annual Report of the BC First Nations Education Steering Committee (FNEC) and BC First Nations Schools Association (FNSA). Our continued publication of a joint Annual Report reflects the long-standing close working relationship of our organizations, as well as our mutual responsibilities for implementing and reporting on programs and services for First Nations and First Nation schools.

The activities we have undertaken throughout the past three decades would not have been possible without the invaluable support we receive. By working together, sharing our experiences and ideas, and speaking with a united voice, all First Nations and First Nation schools have contributed to significant achievements in First Nations education. We also truly appreciate the outstanding dedication shown by the BC Assembly of First Nations, the Union of BC Indian Chiefs, and the BC First Nations Summit. Their leadership has been instrumental in all of our successes.

Widespread support for education is crucial, as we have significant challenges ahead of us. The legacy of the COVID pandemic means that addressing First Nations student attendance and achievement remains a pressing priority. We need to plan proactive and deliberate strategies to help our students attend school more regularly and on-time, so they are able to more fully access educational opportunities and improve their academic outcomes and experience greater social-emotional well-being. To address these issues, we facilitated numerous opportunities in 2023/24 that allowed us to come together to build the capacity of First Nation school staff and First Nations parents to tackle attendance and other educational issues that may be limiting student success.

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Penelakut Island Elementary School

*2023/24 was also a year of many positive systemic changes in the public education system for the benefit of our students.*

Working with the Ministry of Education and Child Care, FNEESC was pleased to co-develop legislation to advance key commitments in the Declaration on the Rights of Indigenous Peoples Act Action Plan. Bill 40, passed by the BC legislature in 2023, sets out a process for First Nations, through their own internal processes with parents, to choose which public schools their students will attend. The new legislative changes also provide First Nations the option to apply a Model Local Education Agreement (LEA) where there is no existing LEA with a public school board. Additionally, new changes to the School Act and related policy will set a provincial standard for Indigenous Education Councils (IECs) and will require all boards to establish an IEC in their school district. These are truly transformative changes.

Further, the work of First Nations to provide post-secondary education to their communities will now be supported by ongoing funding provided under new legislation – Bill 20. Resulting from the joint efforts of FNEESC, the Indigenous Adult and Higher Learning Association (IAHLA), and the Ministry of Post-Secondary Education and Future Skills, Bill 20 reinforces the integral role of First Nations-mandated post-secondary institutes as a key pillar of BC's post-secondary education system. Bill 20 commits the Province to contribute ongoing operational and capacity funding

for eligible institutes, addressing a key commitment in the Declaration Act Action Plan. The resulting resources will be invaluable in helping First Nations-mandated institutes continue their efforts to provide culturally-appropriate higher learning opportunities and prepare First Nations learners for lifelong success.

And for the first time in history, eight Syilx Okanagan students graduated with a degree taught in their language and delivered on their land when they accepted their Bachelor of Nsyilxcn Language Fluency degrees on June 8, 2023 in Kelowna. The degree program is based on a framework developed by FNEESC and IAHLA, working with a consortium of First Nations, First Nations institutes, and public post-secondary institutions.

This Annual Report includes information to celebrate these landmark developments, as well as the many other activities we have undertaken throughout the past year with support from our many education partners. We hope this report captures the exciting advancements being achieved in BC First Nations education, thanks to the ongoing resilience, determination and tireless efforts of our families, communities, schools, and – most importantly – our students.



**Wagalus School**

## Who We Are



Seabird Island Community School

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**The First Nations Education Steering Committee (FNESC)** is a policy and advocacy organization that represents and works on behalf of First Nations in BC. FNESC has a mandate to support First Nations in their efforts to improve the success of all First Nations students and advance First Nations education in BC by disseminating information, undertaking research, administering programs and services, and advocating and negotiating with the provincial and federal governments and other key stakeholders at the direction of First Nations.

### ***FNESC Mandate***

*"To facilitate discussion about education matters affecting First Nations in BC by disseminating information and soliciting input from First Nations."*

**55**

voting Board members were in attendance at the July 2023 FNESC Annual General Meeting (in-person and online)

**130**

First Nations had appointed members to the FNESC Board as of March 31, 2024





Jean Marie Joseph School

5



**The First Nations Schools Association (FNSA)** was created to promote improved educational outcomes for students attending First Nation schools by supporting the development and implementation of appropriate, meaningful, and quality education programs, and providing a forum for networking and information sharing amongst schools and other education partners. The FNSA is committed to designing programs to assist First Nation schools in creating effective and linguistically and culturally appropriate education environments that provide students with a positive foundation in all academic areas.

#### **FNSA Mission**

*"The First Nations Schools Association will collaborate with First Nation schools to create nurturing environments that will develop learners' pride and competence in their First Nations language and heritage and will equip them to realize their full potential, within self-governing First Nations communities."*

71

FNSA Authorized Representatives attended the 2023 FNSA Annual General Meeting (in-person and online)

125

First Nation schools were FNSA members in good standing as of March 31, 2024

## Our Partnerships

Widespread contributions continue to strengthen the work being done by First Nations and First Nation schools to improve outcomes for First Nations learners, and continued collaboration will undoubtedly lead to the development of more relevant and meaningful policy, programs, and services, creating greater success in First Nations education.

### Working Together to Advance the Declaration on the Rights of Indigenous Peoples Act (DRIPA)

Throughout 2023/24, extensive work was undertaken with our provincial Ministry partners through joint policy and legislation tables for both K-12 and post-secondary education, focusing on the implementation of the DRIPA Action Plan, as well as the advancement of other critical priorities for First Nations education.

The Province of BC passed DRIPA into law in November 2019, establishing the United Nations Declaration on the Rights of Indigenous Peoples (UN Declaration) as the Province's framework for reconciliation, as called for by the Truth and Reconciliation Commission's Calls to Action.

There are four key areas of DRIPA.

- Section 3 mandates the government to bring provincial laws into alignment with the UN Declaration.
- Section 4 requires the Province to develop and implement an action plan, in consultation and cooperation with Indigenous Peoples, to meet the objectives of the UN Declaration.
- Section 5 requires regular reporting to the legislature to monitor progress on the alignment of laws and implementation of the action plan, including tabling annual reports by June 30 of each year.
- Sections 6 and 7 provide flexibility for the Province to enter into agreements with a broad range of Indigenous governments and to exercise statutory decision-making authority together.

The 2021-2026 DRIPA Action Plan includes 17 action items specific to education and languages, which relate to self-determination and the inherent right of self-government, ending Indigenous-specific racism and discrimination, and social, cultural, and economic well-being. FNEESC is actively working with MECC to advance related efforts.



Senpaq'cin School



## Bill 40 School Amendment Act

To advance key DRIPA Action Plan and BC Tripartite Education Agreement (BCTEA) commitments, in 2023 FNEEC and MECC co-developed new legislation – Bill 40, which includes the following components.

- **First Nations School of Choice:** Changes to the *School Act* set out a process that will allow First Nations, for the first time, to designate which public schools their students will attend, based on their own internal decision-making processes with parents. This is an option for First Nations, and other agreements between schools, First Nations, or parents/guardians of First Nations students respecting school choice are not affected by this amendment.
  - **Local Education Agreements (LEAs):** LEAs govern the purchase of educational services by First Nations from boards of education in respect of First Nation students who live on-reserve or treaty land and who attend BC public schools off-reserve. LEAs are also key mechanisms for accountability, information-sharing, collaborative decision-making, and effective working relationships to support First Nation students. The new legislative changes will provide First Nations the right to apply a new Model LEA with the public school board where there is no existing agreement in place.
  - **Indigenous Education Councils (IECs):** IECs are intended to ensure boards of education meaningfully engage with First Nations regarding decisions impacting Indigenous students. According to Bill 40, IECs will advise boards on: the provision of equitable educational programs and services to Indigenous students; strategies for improving Indigenous student achievement; the integration of Indigenous worldviews and perspectives into learning environments; and the spending of grants relating to Indigenous students.
- Changes to the School Act and related policy will require all boards to establish an IEC in their school district and will set a provincial standard for IECs. Bill 40 also authorizes the Minister of Education and Child Care to give direction and guidance to boards respecting IEC membership and composition, including prioritizing First Nations in whose territory the board operates schools. Local First Nations will advise the board on the distinct languages, cultures, customs, traditions, practices, and history of the First Nation in whose traditional territory the board operates schools.

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The co-development of this new legislation, which is expected to lead to transformative and systemic changes in the BC public education system, and the ongoing collaborative efforts to prepare for the implementation and monitoring of the new opportunities, represents a meaningful and practical recognition of First Nations control of First Nations education. FNEEC has organized numerous information sharing sessions to bring awareness to this new legislation, and FNEEC will work with First Nations to continue building the capacity of the BC education system to appropriately accommodate First Nations learners who attend public and independent schools throughout the province.

## Post-Secondary Legislation: Bill 20

Since June 2022, FNEC and IAHLA have been participating in a First Nations-specific Post-Secondary Education Policy and Legislation Table with the Ministry of Post-Secondary Education and Future Skills, with a focus on advancing Action Item 1.8 of the DRIPA Action Plan, which commits the Province to: “Recognize the integral role of Indigenous-led post-secondary institutes as a key pillar of BC’s post-secondary system through the provision of core funding, capacity funding and the development of legislation.”

This engagement resulted in the passing of Bill 20, which formally recognizes the integral role of First Nations-mandated post-secondary institutes as a key pillar of BC’s post-secondary education system. Bill 20 commits the Province of BC to contribute ongoing operational and capacity funding for eligible institutes, which will allow First Nations-mandated institutes to expand their provision of culturally-appropriate learning opportunities to assist all First Nations learners to achieve their full potential.

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To support the effective implementation of this legislation, FNEC will enter into a bilateral agreement with the Ministry that sets out how the legislation and funding will be administered.



T'lisalagi'lakw School

## Additional Key Relationships

- FNEC and FNSA continually report to and seek direction from **First Nations leadership in BC** regarding all significant issues affecting First Nations education. Specifically, FNEC and FNSA appreciate the ongoing direction provided by the Union of BC Indian Chiefs (UBCIC), the First Nations Summit, the BC Assembly of First Nations (AFN), and the First Nations Leadership Council (FNLC). In addition, FNEC’s activities are undertaken according to a formal Protocol signed in 2015 that confirms the close working relationship between FNEC and First Nations leadership in BC, and a mutual commitment to a continued positive relationship. The Protocol recognizes FNEC as the lead First Nations education policy and advocacy organization in BC.
- Through participation on the **Assembly of First Nations (AFN) Chiefs Committee on Education and National Indian Education Council**, FNEC representatives are actively engaged in discussions about national First Nations education issues, including ongoing efforts to regionalize federal education programs and models to reflect the varying needs and circumstances of First Nations across the country and to support a BC specific model.
- FNEC works closely with the **Indigenous Adult and Higher Learning Association (IAHLA)**, which was created in 2002 to support and represent Aboriginal-controlled adult and post-secondary education institutes in BC. FNEC and IAHLA have agreed to a Memorandum of Understanding (MOU), which acknowledges the respective roles of each organization in advancing an evolving BC Tripartite Post-Secondary Education (PSE) Model – described further in this report.
- FNEC and the **First Nations Education Authority** work together closely to advance First Nations Education Jurisdiction in BC. The FNEA, which came into operation on July 1, 2022, is an independent body that assists First Nations in BC that have assumed jurisdiction over their K-12 education systems on their land pursuant to individual education jurisdiction agreements with Canada.



**Senpaq'cin School**

- First established in 1998, the **K-12 Indigenous Education Partners Table** (formerly the BC Aboriginal Education Partners Group) includes some of the most significant stakeholders in the BC education system, including FNEESC, FNSA, Indigenous Services Canada (ISC) BC Region, the BC Ministry of Education and Child Care (MECC), including the BC Teacher Regulation Branch, the BC Teachers' Federation, the BC School Trustees Association, the BC School Superintendents Association, the BC Confederation of Parent Advisory Councils, the BC Principals' and Vice-Principals' Association, the Association of BC Deans of Education, and Métis Nation BC. In 1999, the organizations signed a Memorandum of Understanding to formalize their relationship and their shared aims for Indigenous education.

*"We, the undersigned, acknowledge that Aboriginal learners are not experiencing school success in British Columbia. We state our intention to work together within the mandates of our respective organizations to improve school success for Aboriginal learners in British Columbia."*

**1999 Memorandum of Understanding**

- The **BC Indigenous Post-Secondary Education and Training Partners Group (PSE Partners)** was formed in March 2005 to improve the BC public post-secondary system's relevance and responsiveness to the needs of Indigenous students in BC. The members of the PSE Partners include FNEESC, IAHLA, the Association of BC Deans of Education, the BC AFN, BC Colleges, BC Aboriginal Training Employment Alliance Members, BC Association of Institutes and Universities, ISC BC Region, First Nations Public Service Secretariat, First Nations Summit, Métis Nation BC, BC Ministry of Indigenous Relations and Reconciliation, BC Ministry of Post-Secondary Education and Future Skills (formerly the Ministry of Advanced Education and Skills Training), MECC, Research Universities' Council of BC, and Service Canada. In 2005, the Partners signed a Memorandum of Understanding committing them to work together to advance positive outcomes for Indigenous learners.

*"We, the undersigned, acknowledge, that although there has been some progress in recent years there is a need for improved levels of participation and success for Aboriginal learners in post-secondary education and training in British Columbia. We state our intention to work collectively toward this goal within the mandates of our respective organizations and to bring in other partners as appropriate. This will be accomplished by building on our successes to date, collectively identifying needs, and implementing strategies to improve the success of Aboriginal post-secondary learners in British Columbia."*

**2005 Memorandum of Understanding**

In addition to the many partnerships described above, FNEESC and FNSA have established important formal relationships with the following organizations, among many others: the First Nations Health Authority (FNHA); the BC Office of the Human Rights Commissioner; the BC School Trustees Association (BCSTA); the Association of BC Deans of Education (ABCDE); the Representative for Children and Youth (RCY); Sexual Orientation and Gender Identity (SOGI); Indigenous Sport, Physical Activity and Recreation Council (ISPARC); and the First Nations Technology Council (FNTC).



# Our Agreements

## First Nations Education Jurisdiction Agreements

For over 20 years, FNEC has worked with BC First Nations to advance education jurisdiction. A Memorandum of Understanding signed in 2003 set the stage for formal jurisdiction negotiations, leading FNEC, Canada, and the Province of BC to sign an Education Jurisdiction Framework Agreement in 2006, with associated enabling legislation passed by Canada in 2006 and BC in 2007. This achievement is a significant and practical recognition of First Nations' inherent rights to establish and control their own education systems and institutions, as affirmed by the United Nations *Declaration on the Rights of Indigenous Peoples* and as recognized under section 35 of the *Constitution Act, 1982*.

In 2022, four First Nations – ʔaq'am, Cowichan Tribes, Lil'wat Nation, and Seabird Island – successfully completed community ratification processes and signed individual agreements with Canada, thereby becoming Participating First Nations (PFNs). Three additional First Nations completed community ratification votes and became PFNs in July 2023 – Canim Lake Band, Ditidaht First Nation, and Skwxwú7mesh Úxwumixw (Squamish Nation). The signed Education Jurisdiction Agreements establish a foundation for PFNs to make decisions and pass laws in the best interests of their learners, and it is expected that the jurisdiction initiative will continue to grow in the coming years.

The First Nations Education Authority (FNEA) was also created in 2022. The FNEA is a regulatory body comprised of representatives of PFNs, and it is responsible for key First Nations education jurisdiction responsibilities, including implementing delegated authority for teacher certification (other than language and culture teachers), graduation requirements, approval of

courses required for graduation, and school certification. In advancing those responsibilities, PFNs have approved and can now access a new FNEA Graduation Certificate, which complements the Dogwood Diploma. PFNs have also approved a new FNEA Teaching Certificate, enabling the FNEA to certify and regulate specific teachers who do not already have an existing BC Teaching Certificate.

FNEC provides ongoing support for First Nations interested in pursuing jurisdiction, including sharing information, providing networking opportunities, and managing grants to assist with the necessary preparations for this important initiative.

15

First Nations are actively engaged in education jurisdiction preparations

\$180,000

(approx) in grants to support the First Nations that are pursuing education jurisdiction were provided by FNEC in 2023/24

4

information sharing meetings were hosted by FNEC in 2023/24

30

First Nations representatives, from 11 First Nations, participated in a March jurisdiction information sharing meeting

## The BC Tripartite Education Agreement (BCTEA)

In June 2018, the *BC Tripartite Education Agreement: Supporting First Nation Student Success (BCTEA)* was signed by FNEC, Canada, and British Columbia (BC), and witnessed by the FNSA. BCTEA represents a cooperative commitment that formally recognizes the capacity of BC First Nations and First Nation schools to build and implement a relevant and research-based First Nations Education System.

*“Making systemic shifts to support successful educational outcomes of all First Nation students, regardless of where they live or are enrolled in school in BC.”*

### 2018 BCTEA Purpose

BCTEA provides a flexible funding model for First Nation schools based on the BC public education funding formula, with adaptations to reflect First Nation schools' unique characteristics. The BCTEA funding model is updated annually to account for additional provincial investments as well as changes to the Nominal Roll, with funding protection to mitigate potential decreases in funding for First Nations. Importantly, funding levels for First Nation schools are updated within the same school year that new investments are made available in the provincial system.

BCTEA also provides funding for a comprehensive collection of second and third level services and for unique, First Nations designed and delivered special education and First Nations language and culture programs. Those programs and services are described throughout the remainder of this report.

In the spirit of partnership and respecting the government-to-government relationship between First Nations, Canada, and the Province of BC, BCTEA also commits FNEC, ISC, and MECC to ongoing collaboration that is intended to benefit all students in BC, regardless of where they attend school. The parties are working to significantly improve outcomes for First Nations students through the following initiatives, among others.

- Reflecting FNEC's long-term advocacy, and now formalized as a BCTEA commitment, MECC annually publishes data to monitor the achievement of Indigenous students in BC, and also provides First Nations with community-specific data about their students' progress, which informs discussions between First Nations and School Boards about mechanisms to support First Nations learners.
- MECC and FNEC representatives have focused significant attention on the implementation of the Indigenous-focused graduation requirement for all students in BC, announced by MECC in March 2022. The model for this enhancement to the Graduation Program allows secondary students to meet the new Indigenous-focused graduation requirement through a variety of existing and new course options. This important requirement responds to commitments in the DRIPA Action Plan and BCTEA, and it reflects ongoing work by MECC, FNEC, and other education partners to build widespread understanding and appreciation of First Nations' rights, histories, and traditions.

- Each year, BC school districts are required to provide an Indigenous-focused professional learning day to all teachers in public schools. The purpose of this day is to prioritize Indigenous student achievement and to further integrate Indigenous worldviews and perspectives into public education learning environments. This commitment also supports the implementation of the ninth Professional Standard for BC Educators.

*“Educators respect and value the history of First Nations, Inuit and Métis in Canada and the impact of the past on the present and the future. Educators contribute towards truth, reconciliation and healing. Educators foster a deeper understanding of ways of knowing and being, histories, and cultures of First Nations, Inuit and Métis.”*

**Professional Standards for BC Educators, June 19 2019, BC Teachers’ Council**

- Since 2019, MECC and FNEC have co-hosted a Jointly Convened Annual Meeting (JCAM), which brings together Superintendents, Chairs of IECs, and First Nations representatives to discuss ways to support the success of First Nations students in BC public schools – reflecting BCTEA 4.14, which asserts that First Nation students should receive at least the same level of services and programs that are generally available to all other students, recognizing that culturally relevant services and programs and additional supports designed to support improved educational outcomes for First Nation students will be identified and implemented in collaboration with FNEC.

**161**

participants in the May 2023 Jointly Convened Annual Meeting (JCAM)

- Under section 4.16 of BCTEA, BC commits to “undertake a program to build capacity to improve outcomes for First Nation students within school districts, with a priority on those school districts having consistently low outcomes for First Nation students.” Reflecting that commitment, First Nations Educational Outcome Improvement Teams, comprised of MECC and FNEC representatives, have engaged with specific school districts to develop plans to improve First Nation student outcomes – with three School Districts engaged in the process to date.

## Local Education Agreements (LEAs)

BCTEA includes important commitments related to LEAs – which are formal agreements between BC First Nations and School Boards that outline strategies to promote greater student success. LEAs also are the mechanism through which First Nations transfer federal funding for identified First Nations students to school districts and non-First Nation independent schools. BC First Nations and the BCTEA parties support effective LEAs as a practical expression of First Nations control of First Nations education.

*“The Parties recognize Local Education Agreements as an integral part of the delivery of education services to First Nation students attending BC Schools, as they are an important mechanism for building relationships between First Nation communities and boards of education and schools, or independent school authorities, to support improved First Nation student outcomes.”*

**2018 BCTEA 4.11**

In addition to the landmark LEA advancements that are part of Bill 40, described above, FNEC supports LEAs in a number of other ways; an LEA Manager provides direct assistance to First Nations, LEA workshops are organized annually, relevant materials are included on the FNEC website, and an LEA Toolkit is updated regularly.



## Transportation

As outlined in BCTEA, the BCTEA partners are responding to challenges related to the transportation of First Nations students living on-reserve who attend BC public schools, recognizing that transportation issues can be barriers to First Nations students actively participating and flourishing in public education settings. Following the signing of BCTEA, Boards of Education and First Nations have worked together to determine the transportation needs of First Nation students and develop joint transportation plans. These joint plans are intended to reduce travel times, improve transportation safety and reduce bullying concerns, and increase First Nations students' participation in extracurricular activities and sporting events in order to build student engagement and ultimately result in improved overall student outcomes. In order to support the co-development and submission of joint transportation plans, in 2023/24 the BCTEA parties organized an Annual Meeting on Transportation and two drop-in information sessions, which were open to representatives of First Nations and school districts.

146

joint transportation plans were received in 2023/24

45

plans did not include a request for funding

101

plans were provided funding

5,000

(approx) First Nation students will benefit from the joint transportation plans

121

(approx) participants attended the Annual Meeting on Transportation in 2023

## Supporting a New Model for First Nation School Capital

First Nations have consistently highlighted the need for enhanced resources for education facilities on-reserve – assertions that are supported by decades of studies and reviews demonstrating significant funding gaps for building First Nation schools. In response, in March 2021 the First Nations Summit, BC AFN, and UBCIC passed resolutions supporting FNEESC's development of a made-in-BC funding model for First Nation school capital, and related work is being carried out over several years.

- **Phase 1:** Research 2023/24
- **Phase 2:** Development 2024/25
- **Phase 3:** Implementation 2025/26

The research phase is now nearing completion, including five separate streams of work.

- **Seismic Risk Assessments (SRAs):** FNEESC has been undertaking SRAs of First Nation schools and is working with ISC to create a Seismic Program for First Nation schools, similar to MECC's approach for provincial schools.
- **General Facility Condition Assessments (FCAs):** FNEESC contracted an engineering firm to conduct assessments and compare the condition standards used for First Nation schools to those used for public schools, and to determine the general condition of First Nation schools in BC.
- **School Space Accommodation Standards (SSAS):** A detailed comparative analysis of ISC's SSAS and BC's Area Standards for public schools is being completed.
- **Operations and Maintenance (O&M):** Research of O&M models for other jurisdictions and other sectors will help identify relevant options for O&M funding for BC First Nation schools.
- **Developing a Regional Model:** The completed research will inform the development of options and recommendations for a BC-specific capital funding model.

FNEESC plans to host a provincial consultation meeting in 2024/25 to review the latest research findings and discuss the evolving BC-Specific Capital Model with representatives of First Nations and First Nation schools.

## Indigenous Children and Youth In Care Protocol

First Nations in BC are committed to ensuring that Indigenous children and youth in government care and former youth in care receive consistent and effective support at school and in their homes and communities so they have every opportunity possible for educational and lifelong success. Accordingly, a First Nations Children and Youth in Care Protocol was signed on May 26, 2020, which commits BC and First Nations to engage in dialogue and joint action on specific issues and initiatives, seeking to improve the educational outcomes and well-being of Indigenous children and youth in care and former youth in care through legislative, policy, and practice reform.

*“This Protocol confirms and sets out a mutual commitment of the Parties to engage in dialogue and joint action on specific issues and initiatives to improve the education outcomes of all First Nations children and youth in care, and former youth in care, in British Columbia, including those First Nations children and youth who are or have been under temporary or continuing custody orders or youth agreements.”*

**Protocol Between the First Nations Leadership Council (BC Assembly of First Nations, First Nations Summit, and Union of BC Indian Chiefs) and FNEC and the Province of British Columbia (represented by the Minister of Education, the Minister of Children and Family Development, and the Minister of Advanced Education, Skills and Training)**

Work facilitated through this Protocol will lead to better data to inform policy and practice and dedicated funding to provide supports for students. The Protocol is also intended to ensure supports and services are tailored to the needs of each child and their specific circumstances, in a way that connects them to their language and culture.



Seabird Island Community School

## FNEC / BC Ministry of Education and Child Care (MECC) Protocol Agreement

In June 2015, MECC and FNEC signed a Protocol agreement to formalize their long-standing bilateral relationship and provide a clear framework for continued joint efforts. Associated with this Protocol, FNEC continues to be an active participant in provincial policy and legislation discussions, and FNEC and MECC work together to identify opportunities to integrate First Nations' perspectives into public education decision-making processes and to share resources and expertise. Work is being undertaken to update this agreement to align with commitments in the UN Declaration and DRIPA Action Plan.

*“This Protocol confirms the ongoing relationship between the Parties and formalizes an effective bilateral process to assist the Parties to improve the educational outcomes of First Nations students through collaborative efforts.”*

**BC / FNEC Protocol Agreement**



Senpaq'cin School

### Post-Secondary Education and Training Protocol Agreement

On July 8, 2016, the Minister of Advanced Education, FNEC President, and IAHLA Chair signed the Post-Secondary Education and Training Protocol Agreement, which formalizes the positive working relationship between the signatories and establishes a commitment to meet regularly in order to advance First Nations post-secondary education and training in BC. Work is also being undertaken to update this agreement to align with commitments in the DRIPA Action Plan.

*“The Parties seek to formalize a process for their ongoing relationship by articulating a process by which they will continue to cooperate on matters related to improving educational outcomes and participation of First Nation and Aboriginal adult and post-secondary students, including the advancement of the Aboriginal Post-Secondary Education and Training Policy Framework and other matters as agreed.”*

**Post-Secondary Education and Training Protocol between British Columbia as represented by the Minister of Advanced Education, the BC First Nations Education Steering Committee, and the Indigenous Adult and Higher Learning Association, July 8 2016.**



## Our Information Sharing Efforts

### The FNEESC Annual First Nations Education Conference

FNEESC was pleased to host its 27th Annual First Nations Education Conference in December 2023: *Transforming Education Through the DRIPA Action Plan*.

The 2023 Conference began with an evening of reconnection and cultural celebration, and an auction to benefit the Seventh Generation Club.

Participants also enjoyed an opportunity to celebrate and learn more about the new provincial legislation that is expected to help transform First Nations education in BC, with a presentation by the Welh Tima Kexwusem Dancers, as well as comments from the Honourable Rachna Singh, Minister of Education and Child Care, Hugh Braker, First Nations Summit, and Grand Chief Stewart Phillip, Union of BC Indian Chiefs. Deborah Jeffrey, FNEESC Executive Director, and Jennifer McCrea, ADM, MECC, provided an overview of the legislation.

Additionally, the 2023 Conference included a recognition of the Nsyilxcn Language Fluency Degree. This degree builds upon other language initiatives developed at the grassroots level by First Nations working with post-secondary institutions. In 2021, it became the first degree designed and offered under a BC Indigenous Language Proficiency/Fluency Degree Framework that was created with support from FNEESC and IAHLA, and it represents Canada's first bachelor's degree of Indigenous language fluency. 2023 saw the first graduates from this landmark program.

**Pictured above: Keynote Speaker Si Sityaawks Jessica Wood, Deputy Minister, Declaration Act Secretariat Province of BC**

Conference participants also participated in dozens of workshops and had numerous opportunities to share their experiences and knowledge, to help build collective capacity for supporting the success and well-being of First Nations students.

**OVER  
650**

people participated in the  
FNEESC 2023 Annual Conference

**Of the participants who shared responses to the event:**

**96%**

were **very satisfied** or **satisfied** with the  
overall experience

**91%**

were **very satisfied** or **satisfied** with the  
workshops

**Select comments from participants:**

- *I really enjoyed the theme of DRIPA Action Plan.*
- *I loved the panel about language. I also found the sessions I attended to be so thoughtful and relevant to my work.*
- *I liked being in a space with like-minded people, sharing ideas and ideals, helping each other through the thick of the work.*
- *I enjoyed the Language panel and the Declaration Act keynote, and also seeing so many cousins and relatives again and reconnecting.*
- *The workshops were awesome, well organized, easy to find, and filled with good information.*
- *I think all the workshops were quite unique and offered different information, strategies and ideas. They were equally informative and interesting. Sitting down and having breakfast and lunch, being able to discuss what we learned, and touching base with our colleagues was nice.*
- *The energy was great!*



## The FNSA 2023 Annual General Meeting (AGM), Conference, and Authorized Representatives Meeting

For the first time since the COVID pandemic, the FNSA was pleased to host its April 2023 Annual General Meeting (AGM) virtually and in-person (hybrid), allowing FNSA members to come together for important networking, information sharing, and to elect a new Board of Directors for the 2023/24 school year.

In addition to its AGM, the FNSA hosted a meeting of Authorized Representatives of FNSA member schools in October 2023. That one-day hybrid event began with a panel presentation and open discussion of the importance of student attendance, which inspired a collective sharing of strategies to help students attend school more regularly and on-time. The meeting also allowed participants to come together with their regional colleagues to discuss relevant issues and share their experiences and ideas for improving student outcomes and success.

Approximately 450 people also participated in the April 2023 FNSA Conference, which focused on the theme *Resilience: Purpose, People and Persistence*. That event included a keynote address by Michelle Good, a writer and member of the Red Pheasant Cree Nation in Saskatchewan. Her poems, short stories, and essays have been published in magazines and anthologies across Canada, and her poetry was included on two lists of the best Canadian poetry in 2016 and 2017.

Dr. Patricia Makokis, an internationally renowned speaker, author, and pioneer for Indigenous education whose Tribal Affiliation is Nehiyô (Plains Cree), also provided a keynote presentation at the Conference. Dr. Makokis' passion is to educate, inform and ignite revitalization of communities, reinstall hope through traditional practices, and change outcomes for people within her lifetime. She has been a front-line teacher, a vice-principal, a principal, and an educator at the post-secondary level.

The Conference also included a number of workshops on topics of specific importance to First Nation schools.



Seabird Island Community School

57

Authorized Representatives of FNSA member schools joined the Authorized Representatives gathering in October 2023

71

Authorized Representatives of FNSA member schools participated in the FNSA hybrid AGM in April 2023

450

(approx) people participated in the 2023 FNSA Conference

### Of the participants who shared responses to the 2023 Conference:

100%

were **very satisfied** or **satisfied** with the overall experience

93%

were **very satisfied** or **satisfied** with the conference workshops

91%

were **very satisfied** or **satisfied** with the networking opportunities

17

### Select comments from participants:

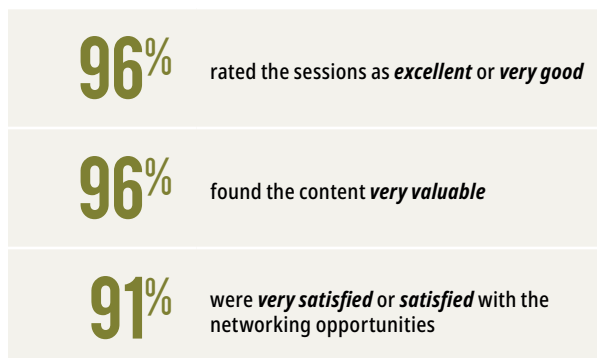
- *The workshops covered a lot of great topics. The food was amazing, the event was organized, and the staff were so helpful getting us to the workshops. I loved that communities doing great work were speakers and highlighted the good things that are happening.*
- *I loved being face-to-face and seeing everyone in-person again! The wide choice of workshops was fantastic.*
- *It was great getting to connect in-person.*
- *The guest speakers were fabulous!*

## FNESC Regional Sessions

Each year, FNESC – with participation from ISC and MECC – reports on important First Nations education issues at a series of workshops known as Regional Sessions. These sessions provide an opportunity for participants to jointly discuss emerging priorities and identify ways to better support First Nations learners – wherever they attend school in BC. The sessions also allow FNESC to seek direction from First Nations on specific First Nations education matters, and they are a key component of FNESC’s accountability to First Nations.



Of the participants who responded to a feedback survey for the 2023/24 Regional Sessions:



### Select comments from participants:

- *If a question couldn't be answered right away, we received the answer within a couple of hours. Thank you!*
- *I loved the whole workshop. Loved the information!*
- *Always very informative.*
- *The presenters had a wealth of knowledge.*
- *I am very new to my role at my school and I learned a lot.*
- *Useful and informative.*
- *Awesome, professional and well organized.*
- *Thank you! Great and exciting updates.*
- *Enjoyed all the discussion*



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I? K! Sqilxwtat

## In-Person Nominal Roll Information Session

Each year, ISC – with participation from FNESC – hosts a series of virtual information sharing sessions to support First Nations in completing the ISC Nominal Roll and implementing the Joint Verification Process. To provide further support for these important management functions, FNESC used federal Education Partnership Program (EPP) funding to sponsor an in-person meeting in Fall 2023 that allowed ISC to report directly to First Nations about the Nominal Roll and to answer related questions.



Of the participants who responded to a feedback survey for the event:



## Other Information Sharing and Consultation Efforts

Each year, FNESC and FNSA regularly organize a broad range of information sharing sessions, maintain websites, implement media strategies, and provide regular communications to help representatives of First Nation communities and schools stay informed about arising First Nations education issues.





## Our Support for First Nations Education Governance

FNESC and FNSA recognize that strong governance is a crucial factor in the success of First Nations students, wherever they attend school.

- First Nations can have a critical and positive influence over the education programs and services provided to their learners by public schools and Independent schools that are located off-reserve.
- In addition, First Nations School Governing Authorities are crucial for the success of students enrolled in their community schools.

20

First Nations education transformation is necessarily led at the school and community level, responding to the visions of First Nations for their citizens. Meaningfully facilitating First Nations' decision-making for the education of their learners – wherever they attend school – and the right of First Nations to establish and control their own educational systems and institutions are fundamental principles of First Nations control of First Nations education. It is also a crucial component of First Nations' inherent rights of self-determination and self-government – rights protected under section 35 of the *Constitution Act, 1982* and affirmed in the UN Declaration, an important human rights framework.

FNESC and FNSA are therefore proud to support First Nations education governance to the greatest extent possible.



**Education Governance Grants:** 2023/24 represented the third year of grant allocations to support First Nations in building their capacity for education governance, made possible by accessing over \$4 million in funding through the Education Partnership Program (EPP). All interested First Nations in BC were provided an opportunity to access a grant, which were calculated using a base-plus-per-capita formula for all K-12 students eligible for the ISC Nominal Roll, regardless of where they live or are enrolled in school in BC.

Just a few examples of the work undertaken with the 2023/24 grants include the following.

- Increasing family and community engagement in education is a crucial aspect of improving our educational system. We worked with the local school district to create a safe place for parents and caregivers that will allow them to provide input on education policies, curriculum, and other education related matters.

**Senpaq'cin School**



**Jean Marie Joseph School**

- Our education leadership attended workshops and training sessions focused on interpreting and monitoring student's educational achievements and improvements. Ultimately this training will enable us to make data-informed decisions on the best ways to support our students' growth and success.
- We worked closely with the Cultural Coordinator to ensure our First Nation's culture and traditions are reflected and honoured in all education discussions and documentation, and we hosted a large community gathering with over 200 members in attendance, with information booths and presentations pertaining to education, where members were able to have their questions answered and concerns/issues addressed.
- We contracted a facilitator to guide the Nation on amendments needed to our LEA, which will support the Nation's goals for our students' education.
- We hosted an Education Governance Workshop with our Nation's Education Committee and Education Governing Authority, where we also developed and gained support for a Grandparent-Parent Advisory Committee.
- We established our own Authorized Board of Trustees for our First Nation school, as we also started discussions of Education Jurisdiction. We incorporated a Parent Advisory Council (PAC) to help establish parental voice within the school and to encourage more parent and community participation in the education process. The education department also hosted community meetings at our gathering place to inform parents of new education initiatives, provincial policy, school act amendments, attendance issues, and how education needs to become a priority for our youth.
- We worked with a consultant to develop governance and governing policies, with documented practices related to safe school operations, including incident reporting, resource management, and communications.



**Information Sharing Initiatives:** In addition to the grant allocations, FNEESC and FNSA have been working to support First Nation School Governing Authorities through a range of information sharing activities.

- In 2020 an Advisory Committee with representatives of First Nations and First Nation schools was created to guide the development of a *Handbook for First Nation School Governing Authorities*. That Handbook reviews a range of governance topics, such as defining the school's purpose and mission, working effectively with the school principal, advocacy, communications, financial management and school policies, and School Governance Authority procedures and professional development.
- Based on the positive response to the Handbook, numerous virtual workshops have been organized to provide an overview of the Handbook, and in 2023/24 that effort was expanded into a series of information sharing workshops for First Nation School Governing Authorities, including sessions focused on: the Importance of Student Attendance; the Importance of Family Involvement; What School Governing Authorities Should Know About the Special Education Program for First Nation Schools; What School Governing Authorities Should Know About Funding for First Nation Schools; and Considerations for First Nation Schools: Policies and Guidelines for Student Behaviour Issues. School Governing Authorities can also request individual virtual information sessions, which are offered depending on time availability.
- In 2024, FNEESC and FNSA published a *School Governing Authority's Guide to Attendance Promotion*, to share information about how a school's leadership can support and contribute to school and community attendance promotion campaigns.
- FNEESC and FNSA also updated a *Policy and Procedure Guide for First Nation Schools in BC*, which includes a number of important discussion papers and sample policies. That Guide is intended to help school leaders

review and, if needed, create new policies to ensure that their schools are safe and effective learning and working environments. Sample Terms of Reference for School Governing Authorities and for Parent Advisory Committees are also available to help school leaders consider whether they need new or updated Terms of Reference for key school decision-making bodies.

**138** First Nations accessed an Education Governance grant in 2023/24

**>\$4.5M** was allocated for this work (using EPP funding supplemented with other funding sources)

**100** (approx) people participated in a First Nation School Governance Workshop Session in the late spring and early summer of 2023

**Of the people who responded to a feedback survey about the Governance Workshops:**

**100%** of the participants found the sessions *useful*

**100%** of participants found the topics *relevant*

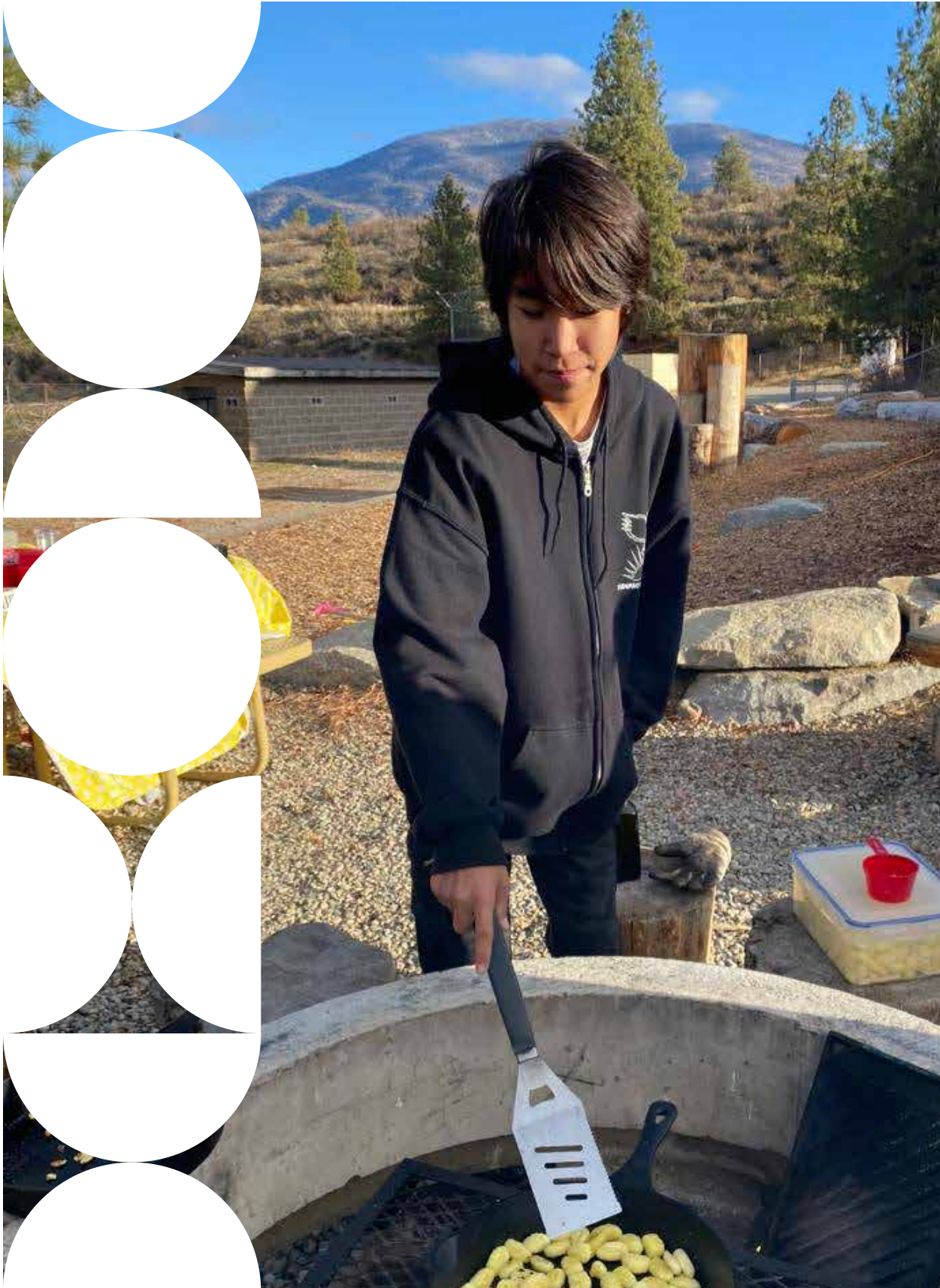
**100%** of participants agreed that the information sessions should be presented again in future years

**Select comments from participants:**

- *This was very helpful and it was useful to learn about what is needed for Indigenous people and schools to work together.*
- *I learned quite a lot, especially as a relative newcomer to school governance. I attended repeated sessions so I could capture the content.*
- *It is nice to have these workshops, making the time to go over the documents and being able to ask questions.*



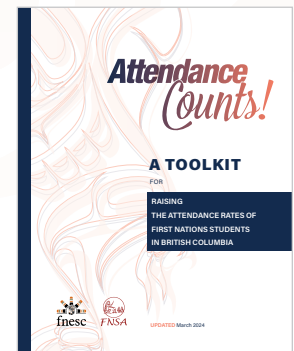
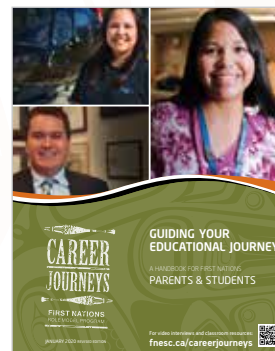
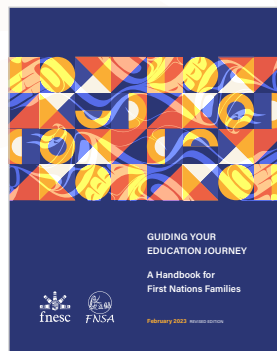
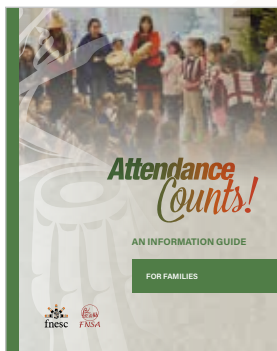
**Sxoxoxmic Community School**



## Our Support for Parental Engagement in Education

In addition to governance, parents and families play a key role in the education of their children. Parents and families are their children's first and most important teachers and the primary shapers of children's social skills. Families are fundamental to children developing self-confidence and a positive self-identity, and parents transmit their values and culture to their children, which is key to children's overall development and educational success. First Nations parents and guardians also have a *right* to be involved in all decisions about their children's education. Parental rights are the foundation of First Nations control of First Nations education, and parents must be fully informed and involved in determining and guiding their children's education.

- For over two decades, FNEC and FNSA have organized a **First Nations Parents Club** to promote the key role of parents and caregivers in the educational success of their children by sharing information and parenting resources. Locally-based Parent Clubs receive newsletters, calendars for participating parents, and Parent Kits with practical resources to support parental engagement and advocacy. In addition, funding grants are distributed each year to sponsor local Club activities, such as sponsoring guest speakers, training opportunities, and other activities to encourage parental engagement in education.
- A **Parents Toolkit** is available, which includes a series of short, reproducible papers that can be adapted and shared with parents to provide information about topics in three general areas.
  - Appreciating the importance of parental involvement in education
  - Understanding the structure of the school system, how to build positive relationships with school staff for the benefit of students, and what to do if difficulties arise
  - Thinking about how to create healthy and supportive learning environments at home





- **Guiding Your Education Journey: A Handbook for First Nations Families** provides information to help families decide what courses students should take – especially in Grades 10, 11, and 12 – and to assist with planning for post-secondary education, training, and future careers. The Handbook complements the **Career Journeys First Nations Role Model Program**, which includes posters and videos featuring successful role models sharing their experiences in their jobs and describing their career paths and inspirations. All of those resources are available from the FNEESC web site.
- Using 2023/24 ISC Research and Learning funding, supplemented by a variety of other funding sources, FNEESC and FNSA sponsored a comprehensive initiative to raise awareness about the importance of regular school attendance. Concerns related to the lasting effects of the COVID pandemic on student learning and attendance are well-documented, and in response FNEESC implemented a range of important activities in the past year.

- As one part of a wider initiative, FNEESC created a **Parents' Guide to Attendance Promotion**, highlighting key information to help families work with schools and the broader community to plan and implement attendance campaigns.
- FNEESC and FNSA also organized two Attendance Capacity Building Sessions for First Nations Parents to share information about attendance, as well as sample communication and attendance promotional materials. The events were intended to build participants' understandings and confidence so they could return to their schools and communities ready to act as "attendance champions."

54	Parents Clubs in 2023/24
1,558	members in Parents Clubs in 2023/24
44	Parents Club grants were awarded *
100	(approx) parents participated in an Attendance Capacity Building Session

*\*While this initiative broadly supports First Nations parents in a variety of situations, grants are provided only to those clubs that can demonstrate direct affiliation with a First Nation*

#### Of the participants who shared responses to the sessions for parents:

93%	found them <b>very useful</b>
5%	found them <b>useful</b>
1	respondent was <b>neutral</b>

#### Select comments from participants:

- *I learned a lot of information I can share with our school, parents and community.*
- *The information provided and the information shared by participants was informative and engaging; it really helps, and it was useful to share and exchange experiences with others, giving me tools to bring back home.*
- *Knowing that there are so many other individuals who are passionate about attendance shows me that as a whole we can fix this issue :).*
- *Very grateful to attend. I can bring this back to my community AND share this information.*
- *The participants had such varied ideas to make school more effective.*
- *I'm excited to go home and use the tools you shared.*
- *I am leaving with so many ideas to improve attendance and help parents in my community understand the importance.*
- *It was an awakening to see what is happening around the province.*
- *Host another one - so more/other parents have an opportunity to learn first-hand this important information.*

## Our Efforts to Promote First Nations Language Education

The BC First Nations Education System is built on a recognition that First Nations across Canada are striving to revitalize their languages and language fluency in their communities. First Nations languages and cultures are central to First Nations' distinctive laws, traditions, and ways of life. First Nations' connections to their lands are embedded in their languages.

As set out in the *United Nations Declaration on the Rights of Indigenous Peoples*, Indigenous peoples have the right to revitalize, use, develop, and transmit to future generations their histories, languages, oral traditions, philosophies, writing systems, and literatures, and to designate and retain their own names for communities, places and persons. First Nations inherent rights to language are constitutionally protected, and are recognized by the Government of Canada in the federal *Indigenous Languages Act*, S.C. 2019, c.23.

As stated in BCTEA, First Nations have long maintained the following principle:

First Nation students, at all levels of education, must have access to educational opportunities that:

- ensure that they are confident in their self-identity, their families, their communities and traditional values, languages and cultures;
- give them the skills they need to thrive in contemporary society, including 21st century technological skills; and
- prepare them to access any opportunities they choose for higher learning, employment and life choices.

Research shows that language learning is a strong contributor to the educational achievement of all learners. In part, this is because of the positive impacts that language learning has on neurological development. And in part, this is because learning their own language increases First Nation students' self-confidence, sense of identity, and connection to their communities and cultures – all vital components of school success.

*“Based on the authority and direction of First Nations, FNEESC and the FNSA have worked to establish an effective and relevant education system to support First Nation Students and First Nation Schools that ... is founded upon the priority of exercising and revitalizing First Nations' languages and cultures, and reflects the cultures, values and traditions of the communities they serve ... .”*

**2018 BCTEA**

In response, FNEESC and FNSA continue to make every effort possible to assist First Nations in advancing their language education goals.



**Penelakut Island Elementary School**

**First Nation Languages Sub-Committee:** Since its establishment, FNEC has included a First Nations Languages Sub-Committee, which guides FNEC's language-related advocacy, professional development, research, and services. The First Nations Languages Sub-Committee includes dedicated representatives of First Nation communities and schools, as well as partner organizations.

**First Nations Languages Fluency / Proficiency Degree:** In partnership with a consortium of IAHLA institutes and public post-secondary institutions, FNEC and IAHLA have continued to advance a framework for a four-year Indigenous Language Fluency Degree, which has fluency in an Indigenous language as its primary learning outcome and purpose.

In 2023/24, FNEC and IAHLA allocated \$1 million in funding from the Ministry of Post-Secondary Education and Future Skills, which built on previous investments in degree programs aligned with the framework. Funding is available through this investment for years 1 and 2 of the programs, and public post-secondary institutions fund years 3 and 4.

126

First Nation schools accessed a First Nations Language and Culture Program grant in 2023/24

13.8k

(approx) First Nation school students received language and culture instruction in 2023/24

&gt;6,487

hours of language and culture instruction were offered by First Nation schools in the 2023/24 school year

**BCTEA Language and Culture Program:** BCTEA acknowledges that the revitalization, preservation, and maintenance of First Nations languages is integral to the well-being of First Nations people. Accordingly, BCTEA provides for a comprehensive First Nations Language and Culture Program (FNLCP) for First Nation schools, as well as important policy and program commitments related to First Nations language programming in the public education system.

Through the FNLCP, FNEC and FNSA provide grants to First Nation schools totaling approximately \$14 million annually – which is in addition to the funding that is provided directly to schools for language education through the BCTEA funding formula. An online portal has been developed to improve access to these grants. FNEC and FNSA also implement First Nations language support services, such as school visits by language coaches, information sessions, and professional development opportunities for language teachers.

**Guide to Language Revitalization: Promising Education Practices for Consideration by First Nations Schools:** In 2023, FNEC and FNSA published a resource that provides an overview of possible language revitalization efforts, which was developed through interviews with language champions and with contributions from the First Nations Languages Sub-Committee and a focus group of First Nation school representatives. FNEC and FNSA are grateful for the extensive input into the writing of this Guide, which is now available on the FNEC website.



## Our Additional Work to Support K4 - 12 First Nations Education

*“Canada and British Columbia recognize FNEESC, working with the FNSA, as having demonstrated the capacity to administer education programs and services on behalf of First Nations and First Nation Schools in British Columbia, to implement research-based and relevant programs to support First Nation Schools to deliver quality education and improve student outcomes, to provide Second and Third Level Services to First Nations and First Nation Schools, and to advocate for and advance the interests and needs of First Nation Students attending BC Schools.”*

2018 BCTEA, 4.1

### COVID Impact Supports

Throughout the past three years, FNEESC and FNSA worked closely with First Nations leadership, First Nation communities and schools, and other education partners to respond to the continued effects of the COVID pandemic on schools and student learning. BCTEA data collected since 2021/22 highlights serious student learning loss and attendance challenges that resulted from COVID's disruption of schooling and its impacts on the mental health and wellness of students, families, and school staff.

In response, in 2023/24 FNEESC and FNSA once again distributed Impacts on Student Learning Grants to First Nations, to help sponsor local activities to supplement regular K-12 school programming, such as summer learning programs, extra-curricular programs and tutoring initiatives, home learning support initiatives, and on-the-land and cultural opportunities to increase students' social and emotional well-being.

169

First Nations accessed an Impacts on Student Learning grant in 2023

\$17.5M

(approx) in funding allocated for this purpose



**Sxoxoxmic Community School**

## First Nation Schools Assessment and Certification Process

The First Nations Schools Assessment and Certification Process is a five-year cycle of review, improvement planning, and follow-up that was established almost three decades ago by First Nation schools in BC. The Process supports participating schools (including adult education and K4 centres) in implementing a year-long review of their operations, including considering school programs and administration structures, student outcomes data, as well as survey input from School Governing Authority members, students, parents / caregivers, and school staff. The overall goal of the process is to identify school strengths and areas for growth, leading to the creation of a School Growth Plan (i.e., a strategic plan for improvement). Upon completion of the internal review, participating schools are visited by a team that reviews the assessment findings and School Growth Plan to provide suggestions and feedback. First Nation schools that are participating in the process receive ongoing support through project workshops and funding grants for the implementation of School Growth Plans.

Interested schools also may request “Certification” as part of the assessment process. This component requires meeting a set of collectively established standards related to school operations and climate, education programs and services, and family and community engagement. Certification through the First Nation Schools Assessment and Certification Process is now a primary component of several key education agreements and opportunities, including BCTEA, Reciprocal Tuition, First Nation schools’ access to the Dogwood and Adult Dogwood Diploma, and the jurisdiction initiative.

**24**

First Nation schools participated in the School Assessment and Certification Process in 2023/24

**30**

schools received a School Growth Plan Grant in 2023/24

**74**

First Nation schools are now certified by the FNSEA

## Curriculum Resource Development and Promotion

The FNEC and FNSA-developed First Peoples curriculum resources, developed throughout the past two decades, have been essential for supporting educators – covering every major subject area from K-12. Teacher resource guides have been developed by experienced teachers and educational leaders from throughout BC, with content that is reflective of First Peoples pedagogies, including a holistic, cross-curricular, and hands-on approach to teaching and learning. The guides provide educators suggestions for effectively weaving First Peoples knowledge into various curricular areas, emphasizing the importance of using authentic resources and collaborating with local First Nations wherever possible.

In 2023/24, FNEC and FNSA hosted several learning opportunities for K-12 educators, including a three-day Learning First Peoples Summer Institute hosted in August 2023 and March 2024, which provided guidance on how teachers can utilize the First Peoples English, Science, Math, and various Social Studies guides. With the introduction of the Indigenous focused graduation requirement in BC in the 2023/24 school year, these workshops have become more important than ever. Many teachers are now incorporating First Peoples content into their classrooms for the first time.

In addition, work continued on the development of a new FNEC/FNSA Applied Design, Skills, and Technology Teacher Resource Guide. Teachers piloted the units in Spring 2024 and the final guide is scheduled to be available in Fall 2024.

A series of “Train-the-Trainer” workshops focused on English First Peoples and First Peoples 12 were also offered in the spring of 2023. This series was developed in partnership between FNEC and MECC. Participating educators were provided specific training on how to lead professional development in their own schools / districts / communities using the relevant FNEC/FNSA Teacher Resource Guides.

# 300

(approx) educators participated in a 2023/24 Learning First Peoples Institute

# 80

(approx) educators participated in the series of “Train-the-Trainer” workshops

**Credit Option Resources:** Throughout the past several years, work has been undertaken to promote a number of options for students in First Nations schools to earn credits toward graduation with the BC Graduation Certificate (the Dogwood Diploma), as determined by their School Governing Authority. In addition to earning credits by successfully completing MECC courses, FNEC, FNSA, and MECC collaboratively developed and approved policy that allows students to be awarded credits by taking First Nations Authorized Courses, as well as through external credentials, challenge, equivalency, and independent directed studies. A *Guide to Options For Students In Non-Independent First Nation Schools To Access Credits for the BC Graduation Certificate* is now available, which outlines these options in more detail.

**Modular Courses:** 2023/24 represented the second year of funding to help First Nation schools with the development of modular courses – i.e., short-term, session-based, high-interest learning opportunities that cover a portion or all of the Learning Standards for an approved course that counts towards a student’s graduation. BC First Nation schools and Adult Secondary Education Centres that offer grade 10-12 courses were invited to request a grant of up to \$10,000, which they used for the design and implementation of courses that focused on woodworking, cultural activities, driver education, animal husbandry, metal fabrication, trapping, and computer programming, among other topics.

# 10

schools accessed a grant and designed a modular course in 2023/24



## Special Education Program

For almost two decades, a FNEC/FNSA Special Education Program (SEP) has helped First Nation schools meet the needs of their students who have exceptionalities, and through BCTEA approximately \$24 million is available annually to enhance the capacity of First Nation schools to help all students succeed.

**Funding Grants:** The majority of the funding available for SEP is allocated to First Nation schools in BC through grants to support local programming, and a portion of the SEP funding is available through a proposal process to address extraordinary student needs. Additionally, in 2022/23 a new funding grant was introduced to support schools in accessing services of Speech and Language Pathologists (SLPs) and Occupational Therapists (OTs). First Nation schools can use all three of these funding opportunities to supplement their core funding and cover the costs associated with providing special education services to their students who have exceptionalities. In the past two years, FNEC and FNSA have worked to make access to these funding grants as easy as possible through the expansion on an online portal for the submission of workplans and reports.

**Support Services:** The funding provided for school-based services is complemented by a range of collective initiatives to create economies-of-scale and increase access to necessary expertise and special education materials.

- First Nation schools can access advice and programming support from SEP Specialists – staff who have expertise related to specific types of exceptionalities, who are available to help schools consider strategies and interventions for students with suspected or diagnosed exceptionalities. The Specialists can also connect schools with relevant service providers, implement regional professional development sessions, and share information and respond to questions as needed.

- Individual Education Plan (IEP) coaches are available to provide professional development opportunities, as well as in-person or virtual support, to assist with the development and implementation of IEPs for students with exceptionalities. Additionally, in 2023/2024 a two day in-person IEP event was held to support schools in understanding the different types of IEPs and strategies for implementing an IEP development and review process.
- Additionally, SEP SLP and OT staff can support First Nation schools by sharing advice about accessing SLP and OT professionals who can provide regular supports for students who have exceptionalities, and consulting with schools about relevant strategies and interventions. The SEP SLP and OT are also able to provide limited direct student services in situations where immediate needs exist.
- SEP also assists in facilitating an Educators Network, through which school staff, including SEP staff, can meet regularly for networking and information sharing related to relevant trends within schools.

31

127

First Nation schools accessed a School Funding Grant in 2023/24

87

schools accessed an Additional Funding Grant in 2023/24

122

schools accessed an SLP/OT Grant in 2023/24

### BCTEA Reporting

1,198

students were identified as having an Individual Education Plan (IEP) in 2023/24

945

of those students met one or more of their IEP goals

## Professional Development Supports

**Summer Fall Virtual Learning Series:** From August to October 2023, FNEC and FNSA hosted a third Virtual Learning Series for First Nation school educators, support staff, School Governing Authority representatives, and community education staff. Zoom sessions were offered on topics that included, among many others, information for teachers and for principals who are new to First Nation schools, language program planning, report card writing, hiring certified teachers, DRUMS training, and information sessions on the FNEC and FNSA Special Education and First Nations Language and Culture Programs.

**Professional Networks:** In the past year, FNEC and FNSA continued to organize Professional Networks, which involve cohort groups meeting regularly to engage in focused discussions and share their experiences and ideas – with Networks for principals, K4 educators (with guest presenter Lucy Hart-Paulson), secondary school educators (focused on effective preparations for the Provincial Graduation Assessments), and K-12 educators (with guest presenter Natasha Lawrence, who led conversations about supporting neuro-divergency in all classrooms). FNEC and FNSA are now planning Networks for the 2024/25 school year.

### **Attendance Workshops for First Nation School Staff:**

As part of a wider initiative intended to promote awareness and build capacity to address the critical issue of student attendance, FNEC and FNSA undertook a number of related activities.

- A 2011 *Attendance Toolkit* was updated to reflect post-pandemic attendance research and new attendance recommendations. In addition, in the past two years FNEC offered numerous workshops and presentations on the importance of attendance, including a plenary presentation at the February 2023 First Nations Parents Conference, two virtual attendance workshops in April 2023 for First Nation School Governing Authorities, two workshops at the 2023 FNSA Conference, and a panel presentation at the 2023 Fall FNSA Authorized Representatives Day. The Toolkit update incorporated feedback from those events.
- Additionally, in 2024 a new resource was launched: *Attendance Counts: An Information Guide for Representatives of Adult Secondary Education Programs*.
- In February and March 2024, FNEC and FNSA organized two Attendance Capacity Building Sessions for First Nation school representatives to share and collectively review relevant research and data, draft communication materials that can be adapted and used in communities, and sample attendance promotional materials.

**180+** people registered to participate in some portion of the 2023 virtual Professional Learning Series

**Of the participants who shared feedback on the sessions:**

**75%** of the participants found the series **very useful** or **useful**

**18%** of participants were **neutral** about the series

**100** (approx) First Nation school representatives participated in an Attendance Capacity Building Session

**Of the participants who shared feedback on the sessions:**

**93%** of the participants found the series **very useful**

**7%** of the participants found the series **useful**

**150+** educators from First Nation schools were involved in the 2023/24 Professional Networks

**Of the participants who provided feedback on the Networks:**

**95%** of the participants found the sessions **very useful** or **useful**

**Select comments from participants:**

- The topics were all meaningful and the sharing was great, as well. To hear that others are going through similar experiences was helpful.
- The networking and time for focused discussions was very useful.
- Talking with the other Principals, especially the ones with a lot of experience, was very inspiring.
- The sessions were clearly designed based on ongoing feedback about the needs of many schools and communities. This felt very useful and was a great use of everyone's time. With how deliberate and targeted each session was, they did not feel time consuming at all. Each session felt like a quick but effective "get".

**Select comments from participants:**

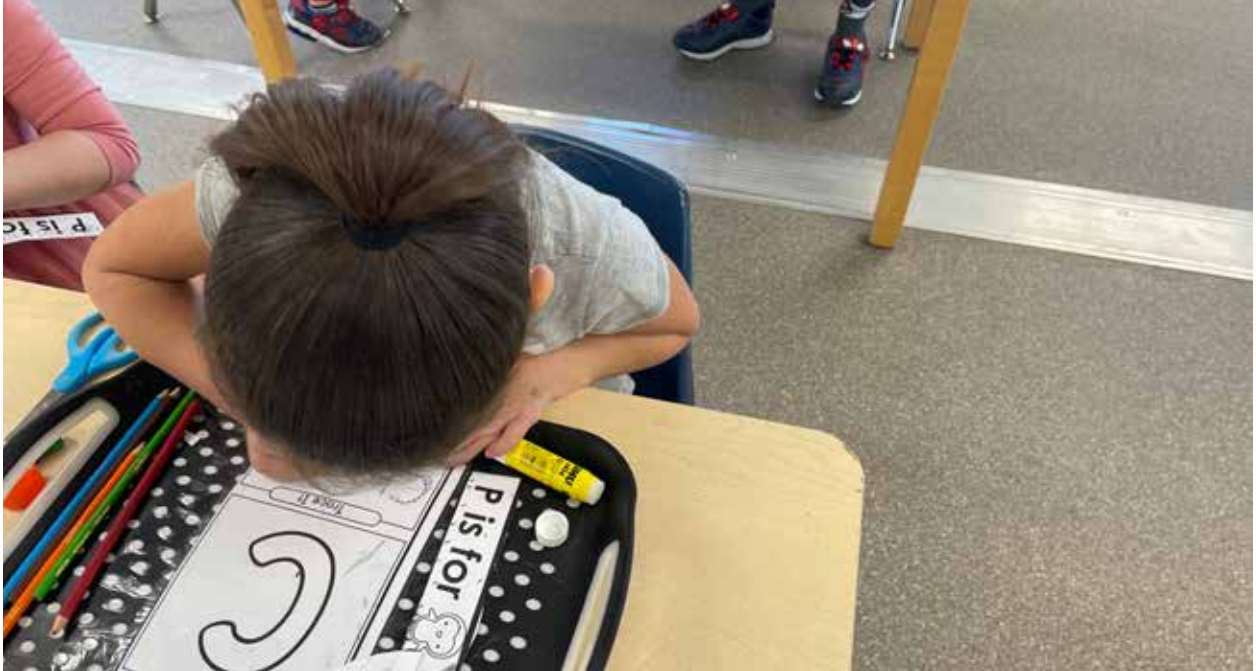
- Collaboration with other educators let me know what is working / not working, and what I can be doing in my school.
- It was wonderful to have time to collaborate and share with other educators / school personnel. Reflection time is also nice to think about successes and how to tackle challenges.
- Lots of strategies we can use right away!
- I am very thankful for the insights on how to create programs that can raise attendance awareness. The network of ideas is also very impactful -> we get to learn about what works and garner more impactful perspectives into what doesn't.
- Very good learning experience. This is something I would love to attend again.
- Attendance is key to achievement, but it can be a touchy topic. I loved the great things shared for approaching it.
- This session was fantastic. I'm going to go back and implement a bunch of new ideas.
- There were so many good, useful materials. Thank you!

**33**



**Penelakut Island Elementary School**





Nk maplqs I? Snrma'a?tn I? K! Sqilxwtat

34

The following hybrid (in-person and online) professional development events, in addition to numerous virtual events, were organized in 2023/24.

55

First Nation school staff attended a two-day workshop focused on teaching literacy and reading in August 2023

65

First Nation school representatives participated in a First Nation School Professional Development Day in November 2023, which focused on creating classroom spaces that accommodate neuro-divergency, led by Natasha Lawrence.

48

principals from First Nation schools participated in a two-day session in August 2023, with a presentation by Tom Hierck that focused on how principals can become prepared for a successful school-year, as well as an overview of FNEC and FNSA programs and services for First Nation schools.

44

principals attended a Principals' Professional Development Session, with a presentation by Theresa Ito on effective school leadership and professional management approaches to support quality learning settings

#### Of the participants who shared feedback on the sessions:

96%

of the respondents found the information shared **very valuable** or **valuable**

#### Select comments from participants:

- *I found the training very informative and practical. I feel more equipped.*
- *Positive leadership training with actual skills was very valuable.*
- *I cannot speak highly enough of the learning, engagement, connections, and conversation. The conversation and presentation really helped reshape my thought process and potential approaches to tackling these important pieces of our work. This pro-d really hit the target and left me feeling beyond ready for the challenges ahead.*
- *The presenter opened my eyes to the things I didn't know around organization and leadership.*
- *The presenter highlighted areas for growth in my own professional development. The need for positive, assertive communication is an imperative, and she also gave examples of how to foster and maintain this.*
- *It was great collaborating and discussing what leadership can and should be.*

## Professional Development Services from School Support Staff

**Regional Principals:** First Nations schools in BC can request support from Regional Principals, who can assist school principals with supervision of instruction practices (including effective teacher observations and follow-up), scheduling, planning effective school structures, accessing relevant services and professional development opportunities, and designing and implementing frameworks for monitoring and responding to student data.

**Teacher Evaluation Pilot Initiative:** Research suggests that pro-active, growth-oriented teacher evaluation and systematic improvement models can be invaluable – especially when they are designed to reflect a deliberate, organized and purposeful process for assessing, rating, and planning for improved teacher effectiveness. Strong teacher evaluation and improvement approaches have the potential to, among other benefits, help all teachers improve their practice, retain teachers who are effective, and learn from teachers who are successful with students.

Reflecting these findings, FNEsc and FNSA launched a new pilot initiative in 2023/24 to help review a template teacher evaluation policy and related practices to assist all teachers in developing as educational professionals. Anyone interested in learning more about the teacher evaluation and improvement materials and available supports is welcome to contact a Regional Principal or [instruction@fnesc.ca](mailto:instruction@fnesc.ca).

**Instructional Coaches:** First Nation schools in BC can request support from Instructional Coaches and First Nations Language and Culture Coaches, who are available to work with teachers to support effective instruction and assessment practices for the benefit of First Nation school students.

46

First Nation schools received direct support from Regional Principals in 2023/24

71

First Nation schools received direct support from a Coach in 2023/24

## Promoting Assessments for Evidence-Based Decision Making and Reporting

FNEsc and FNSA continue to support First Nation schools with the collection and analysis of student performance data by sponsoring professional development and follow-up for the effective use of the Acadience Reading Assessment, Canadian Achievement Test 4 (CAT4), and the Preschool Early Literacy Intervention (PELI) assessment. In September and October 2023, four regional CAT4 regional training workshops were hosted, intended to help First Nation school educators better understand how to effectively implement the CAT4 assessment.

FNEsc and FNSA also created a new resource that was made available in May 2024 – *Student Reporting Handbook for First Nation Schools in BC*. That resource includes: evidence-based suggestions for student reporting practices; an overview of possible reporting mechanisms, with a focus on written report cards and the use of proficiency scales, letter grades, and comments / written feedback; and considerations related to reporting policies, including reporting for students who have Individual Education Plans, reporting on school leaving certificates, and record keeping. That resource is complemented by a *Record Keeping Handbook for First Nation Schools*, which was updated in 2023/24.

35

67

First Nation schools were supported in implementing CAT4 in 2023/24

40

First Nation school representatives participated in a CAT4 training workshop in 2023/24



Wagalus School

## Information and Communications Technology Support Programs

### Data Records and User Management System

**(DRUMS):** First developed in 2010, the Data Records and User Management System (DRUMS) is designed specifically for First Nation schools to manage student information and produce report cards. FNEC and FNSA provide training for schools that use DRUMS and regularly communicate with participating schools to ensure that the system remains relevant and effective.

73

First Nation schools used DRUMS in 2023/24

**School Technology Support Assistants:** Since 2018/19, FNEC and FNSA have provided support to First Nation schools through in-person visits or remote assistance from IT staff who can provide: technology, software and networks advice; suggestions related to technology and software procurement; connectivity problem solving; computer, software and device troubleshooting; server and console administration support; computer, printer, and/or smartboard training; and mentorship for community staff to help build local IT capacity.

82

First Nation schools were directly assisted by the School Technology Support Assistants in 2023/24

## Connected Classrooms Program

The Connected Classrooms Program was created almost two decades ago to address challenges First Nation schools experience in recruiting and retaining specialist secondary teachers and offering courses for small cohorts of grade 10 - 12 students. The Connected Classrooms Program provides an innovative opportunity for collectives of First Nation schools to jointly offer high school courses that lead to graduation and/or are often required as pre-requisites for post-secondary. The Program uses a combination of technologies to create a synchronous, interactive classroom environment for students to join from various locations throughout the province. Students who are enrolled in Program courses participate in a real time virtual classroom with a qualified educator who has the subject matter expertise needed to instruct the course, who co-teaches with a certified educator who supports students on-site. All First Nation schools and adult education centres in BC that offer grades 10 – 12 are invited to participate in the Program when they have students who would benefit from accessing this unique and flexible learning option.

21

First Nation schools and adult education centres participated in the Connected Classrooms Program in 2023/24

16

courses were offered in each of two semesters (32 courses total)

152

students participated in the Program

638

course registrants (as some students took more than one course through Connected Classrooms)





Sxoxoxmic Community School

## Bus Capital Program

Consistent with BCTEA, a Transportation Capital Policy, developed collaboratively with First Nation representatives, guides the allocation of BCTEA funding for the purchase of school buses for First Nation schools.

FNESC is also working with the Association of School Transportation Services of British Columbia (ASTSBC) on several transportation-related initiatives. For example, federal and provincial funding was secured to help First Nations purchase electric school buses. Additionally, in order to address the school bus driver shortage across BC, a school bus driver training program was implemented in 2023/24 for candidate school bus drivers in First Nations schools.

**16** new bus purchases were approved in 2022/23, including 2 new electric school buses (costing \$1.79 million)

**16** new bus purchases were approved in 2023/24, including 4 new electric school buses (costing \$2.87 million)

**12** First Nations were sponsored to complete assessments for adopting electric school buses

**25** First Nations participated in school bus driver training sessions

**100** (aprox) newly trained bus drivers for First Nations schools in BC

## Human Resources Supports

Recognizing that effective human resource practices are fundamental for operating strong schools, a Human Resource Specialist is available to provide advice through email and a telephone helpline. The Specialist can share template policies and procedures, letters, forms, agreements, and toolkits related to occupational health and safety, employee recruitment, selection and retention, employee performance management, workplace relationships (harassment and bullying), succession planning, as well as informational videos that share teacher recruitment and hiring tips. In 2023/24, a monthly newsletter was distributed to schools with information about job fairs and current issues.

First Nation schools can also access the recruitment platform Make a Future BC, which promotes schools' employment opportunities to a broad audience and connects schools with teachers who are seeking work. In 2023/24, a new capability was added to the platform that allows schools to blog post on the Make a Future website, sharing updates about cultural programs, new installations (such as playgrounds or renovations), etc.

**10** new First Nation school employer accounts were added to the Make a Future website in 2023/24

**320+** jobs postings for all accounts

**590** average number of views per job posting

### First Nations and Inuit Youth Employment Strategy Initiative

The First Nations and Inuit Youth Employment Strategy consists of two distinct programs: 1. the Summer Work Experience Program (SWEP), which supports opportunities for summer work experience and training for in-school secondary and post-secondary First Nations students; and 2. the Skills Link Program, which supports First Nations youth participants in the following initiatives.

- The Career Promotion and Awareness Program, which sponsors career development activities such as career fairs and leadership projects.
- The Cooperative Work Placements Program, which funds First Nation schools' career readiness activities.
- The Science and Technology Program, which sponsors activities to promote science and technology as a career choice by providing first-hand experience in various science and technology disciplines.
- The Mentored Work Placement Program, which supports work experience opportunities for out-of-school, unemployed, or under-employed First Nations youth.
- The Information Communication Technology (ICT) Work Placement Program, which sponsors ICT work experience opportunities for out-of-school, unemployed, or under-employed youth.



Wagalus School

### Artists in Education Initiative

For over 20 years, FNEC and FNSA have worked in partnership with ArtStarts in Schools – a charitable organization that collaborates with educators, artists, families and communities to promote art as an essential part of learning and life. Through this partnership, funding grants have been provided annually to First Nation schools, which sponsor exciting art opportunities for students, often involving local BC First Nation artists who are recognized by their communities for their talents and gifts.

**20** schools were provided an ArtStarts grant in 2023/24

148	communities were funded through SWEP in 2023/24
2,596	youth were supported through the Career Promotion and Awareness Program in 2023/24
33	First Nation schools were provided a Cooperative Education Program grant in 2023/24
2,678	youth participated in 2023/24 Science and Technology Programs
150	students were sponsored through the Mentored Work Placement Program in 2023/24





# Our First Nations Post-Secondary Education Work

*“First Nations have the right to self-determination in all aspects relating to education. Authority and autonomy rests with, and will continue to reside with, First Nations at the local level.”*

**Assembly of First Nations Policy Proposal: First Nations Post-Secondary Education**

Guided by the principle of First Nations control of First Nations education, and working under the direction of First Nations, FNEC is committed to advancing the post-secondary education (PSE) priorities that have been identified by First Nations in BC and to work with key partners to make systemic changes to improve the educational outcomes for First Nations post-secondary learners.

**Post-Secondary Sub-Committee (PSSC).** FNEC's work in PSE is supported by the PSSC, which consists of five members of the FNEC Board of Directors. The PSSC provides guidance on FNEC's advocacy and engagement with First Nations by supporting the planning of FNEC's PSE activities, events, and initiatives, including FNEC's annual PSE Coordinator Workshops. The PSSC met three times in 2023/24, and also participated in additional meetings with the Ministry of Post-Secondary Education and Future Skills to provide feedback on various provincial initiatives.

**The BC First Nations Tripartite Post-Secondary Education Model (BC PSE Model).** Since 2018, FNEC and IAHLA have been working under the direction of BC First Nations on the development of a BC Tripartite Post-Secondary Model (BC PSE Model), which will fundamentally transform the post-secondary education system in BC. In 2023/24, FNEC continued its engagement with First Nations and First Nations-mandated post-secondary institutes to ensure that the BC PSE Model addresses the needs and priorities identified by First Nations. This engagement included the annual PSE Coordinator Workshops, FNEC's annual Regional

Sessions, and IAHLA's Annual Conference. The work on the BC PSE Model has been formally endorsed by First Nations leadership through resolutions passed by the First Nations Summit, BC AFN, and UBCIC.

The draft BC PSE Model has four pillars:

1. **First Nations Learners:** First Nations-developed guidelines and allocation methodology to ensure that First Nations have funding for all learners to receive the supports they need to pursue post-secondary education and training.
2. **First Nations-Mandated Post-Secondary Institutes:** First Nations-mandated institutes have ongoing core and capacity development funding, anchored in legislation, recognizing their integral role in the BC PSE system.
3. **Community-Based Program Delivery:** Funding for the delivery of community-based programming that is responsive to First Nation priorities, supported by a First Nations-controlled funding process that is fair, equitable, and transparent.
4. **Respectful and Responsive Public Post-Secondary System:** Systemic change within public post-secondary institutions (PPSIs) based upon shared decision-making with First Nations on whose territory PPSIs operate to ensure that PPSIs are responsive to the needs of First Nations learners.

As work continues on the development and implementation of the BC PSE Model, FNEESC and IAHLA have been successful in securing funding and commitments that advance related PSE activities, including the following.

- FNEESC, working with IAHLA, allocated \$4 million in core and capacity funding provided by the Government of BC to 9 First Nations-mandated institutes for the 2023/24 academic year.
- In 2023/24, FNEESC allocated \$5.8 million in combined federal and provincial funding through the Post-Secondary Partnership Program (PSP), sponsoring 27 projects designed to support First Nations' delivery of community-based programming.
- In 2023/24, FNEESC allocated \$1 million in provincial funding to three First Nations-mandated institutes to support the implementation of Indigenous Language Fluency Certificate and Diploma programs.
- In May 2023, BC confirmed an ongoing commitment of \$6 million in annual core funding and \$450,000 in annual capacity funding for eligible First Nations-mandated institutes. FNEESC and IAHLA continue to work with the province to develop policies and processes, including eligibility criteria, for the administration of this ongoing funding.

**Support for PSE Coordinators:** Throughout 2023/24, FNEESC continued to assist PSE Coordinators with the administration of PSE funding and the provision of supports for First Nations PSE learners. FNEESC hosted five regional in-person PSE Coordinator Workshops to update communities about recent developments in PSE and to seek direction to inform the development of the BC PSE Model. FNEESC also continues to provide support to PSE Coordinators through a PSE Resource Line.

**95** participants from First Nations in BC attended the 2023/24 PSE Coordinator Workshops

**Of the PSE Coordinators who provided feedback on the 2023/24 workshops**

**92%** rated the event as either "*excellent*" or "*very good*"

**95%** reported that the quality of the information shared was "*excellent*" or "*very good*"

**97%** said the presenters were "*excellent*" or "*very good*" and answered their questions



Wagalus School







## Conclusions

As demonstrated throughout this report, FNEC and FNSA continue to advance our mandates and work to support First Nations and First Nation schools by facilitating dialogue and collaboration, undertaking research, analyzing information, implementing education programs and services, and encouraging partnerships for the benefit of all First Nations students which has led to significant progress in making systemic shifts in public education in BC. We welcome this opportunity to report on our activities, including our advocacy for appropriate and effective educational opportunities for our students. We hope this report provides a snapshot of the important impacts we have made together in the past year, and suggests some of the goals we still hope to achieve.

We look forward to building on our successes, working with First Nations and First Nation schools to ensure that the First Nations Education System evolves to reflect changing circumstances and priorities. We are confident that our collective commitment will result in increased achievement for First Nations students in BC.



# First Nations Education Steering Committee

Financial Statements – March 31, 2024

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Statement 2

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Statement 4

Statement 5

*Note: Schedules of Program Operations Available on Request*



**ACCOUNTANTS AND BUSINESS ADVISORS**

105 - 13900 Maycrest Way  
Richmond, BC V6V 3E2

T: 604.273.9338  
1.888.746.3188  
F: 604.273.9390  
info@rhncpa.com



## Independent Auditors' Report

To the Board of directors of  
**First Nations Education Steering Committee Society**

*Opinion*

We have audited the financial statements of First Nations Education Steering Committee Society (the "Society"), which comprise the statement of financial position as at March 31, 2024, and the statements of operations, changes in fund balances and cash flows for the year then ended, and notes to the financial statements, including a summary of significant accounting policies.

In our opinion, the accompanying financial statements present fairly, in all material respects, the financial position of the Society as at March 31, 2024, and the results of its operations, its changes in fund balances, and its cash flows for the year then ended in accordance with Canadian accounting standards for not-for-profit organizations (ASNPO).

*Basis for Opinion*

We conducted our audit in accordance with Canadian generally accepted auditing standards. Our responsibilities under those standards are further described in the Auditors' Responsibilities for the Audit of the Financial Statements section of our report. We are independent of the Society in accordance with the ethical requirements that are relevant to our audit of the financial statements in Canada, and we have fulfilled our other ethical responsibilities in accordance with these requirements. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion.

Our audit was conducted for the purpose of forming an opinion on the basic financial statements of Society taken as a whole. The supplementary information included on the schedules on pages 11 - 61 is presented for the purposes of additional analysis and is not a required part of the basic financial statements. Such supplementary information has been subjected to the auditing procedures applied in the audit of the basic financial statements and, in our opinion, is fairly stated, in all material respects, in relation to the basic financial statements taken as a whole.

*Responsibilities of Management and Those Charged with Governance for the Financial Statements*

Management is responsible for the preparation and fair presentation of the financial statements in accordance with ASNPO, 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.

In preparing the financial statements, management is responsible for assessing the Society's ability to continue as a going concern, disclosing, as applicable, matters related to going concern and using the going concern basis of accounting unless management either intends to liquidate the Society or to cease operations, or has no realistic alternative but to do so.

Those charged with governance are responsible for overseeing the Society's financial reporting process.



#### *Auditors' Responsibilities for the Audit of the Financial Statements*

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditors' report that includes our opinion. Reasonable assurance is a high level of assurance, but is not a guarantee that an audit conducted in accordance with Canadian generally accepted auditing standards will always detect a material misstatement when it exists. Misstatements can arise from fraud or error and are considered material if, individually or in the aggregate, they could reasonably be expected to influence the economic decisions of users taken on the basis of these financial statements. As part of an audit in accordance with Canadian generally accepted auditing standards, we exercise professional judgment and maintain professional skepticism throughout the audit. We also:

- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.
- Obtain an understanding of internal control relevant to the audit 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 Society's internal control.
- Evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by management.
- Conclude on the appropriateness of management's use of the going concern basis of accounting and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the Society's ability to continue as a going concern. If we conclude that a material uncertainty exists, we are required to draw attention in our auditors' report to the related disclosures in the financial statements or, if such disclosures are inadequate, to modify our opinion. Our conclusions are based on the audit evidence obtained up to the date of our auditors' report. However, future events or conditions may cause the Society to cease to continue as a going concern.
- Evaluate the overall presentation, structure and content of the financial statements, including the disclosures, and whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation.

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We communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit and significant audit findings, including any significant deficiencies in internal control that we identify during our audit.

#### *Report on Other Legal and Regulatory Requirements*

As required by the Societies Act of British Columbia, we report that, in our opinion, the accounting policies applied in preparing and presenting financial statements in accordance with Canadian accounting standards for not-for-profit organizations have been applied on a basis consistent with that of the preceding period.

REID HURST NAGY INC.  
CHARTERED PROFESSIONAL ACCOUNTANTS


RICHMOND, B.C.  
JUNE 27, 2024


**FIRST NATIONS EDUCATION STEERING COMMITTEE SOCIETY****STATEMENT OF FINANCIAL POSITION**

<b>As at March 31</b>	<b>2024</b>	<b>2023</b>
<b>ASSETS</b>		
<b>Current</b>		
Cash	\$ 49,777,293	\$ 40,518,594
Interest receivable	476,000	-
Accounts receivable	2,399,127	12,465,820
GST/HST receivable	131,774	13,431
Prepaid expenses	305,560	165,608
Due from First Nation Schools Association (Note 3)	292,557	143,573
	<b>53,382,311</b>	<b>53,307,026</b>
Capital assets (Note 4)	<b>2,292,482</b>	<b>1,797,418</b>
	<b>\$ 55,674,793</b>	<b>\$ 55,104,444</b>
<b>LIABILITIES</b>		
<b>Current</b>		
Accounts payable and accrued liabilities	\$ 6,877,454	\$ 5,517,896
Wages and benefits payable	157,000	142,546
Current portion of capital lease obligations (Note 5)	-	1,346
	<b>7,034,454</b>	<b>5,661,788</b>
<b>FUND BALANCES</b>		
INVESTED IN TANGIBLE CAPITAL ASSETS	<b>2,292,482</b>	<b>1,796,072</b>
UNRESTRICTED FUND	<b>8,925,561</b>	<b>4,790,610</b>
INTERNALLY RESTRICTED FUND (Note 6)	<b>7,958,000</b>	<b>7,726,000</b>
RESTRICTED FUND	<b>29,464,296</b>	<b>35,129,974</b>
	<b>48,640,339</b>	<b>49,442,656</b>
	<b>\$ 55,674,793</b>	<b>\$ 55,104,444</b>

Commitments (Note 7)

**APPROVED ON BEHALF OF THE FIRST NATIONS EDUCATION STEERING COMMITTEE SOCIETY**

 **President**

 **Treasurer**

The accompanying notes are an integral part of the financial statements



**FIRST NATIONS EDUCATION STEERING COMMITTEE SOCIETY****STATEMENT OF OPERATIONS**

For the year ended March 31	2024 Budget	2024 Actual	2023 Actual
<b>REVENUE</b>			
Indigenous Services Canada	\$ 87,569,429	\$ 87,569,429	\$ 86,761,790
Ministry of Post-Secondary Education and Future Skills	6,960,000	6,960,000	4,200,000
Ministry of Education and Child Care	100,000	100,000	4,120,000
Interest income	2,000,000	3,638,159	2,549,868
First Nations Health Authority	-	1	335,856
BC School Superintendents Association	-	-	150,000
Other	756,709	815,618	383,417
	97,386,138	99,083,207	98,500,931
<b>EXPENSES</b>			
Invested in tangible capital assets	-	657,197	240,379
Restricted	122,503,138	99,228,327	101,656,721
	122,503,138	99,885,524	101,897,100
<b>DEFICIENCY OF REVENUE OVER EXPENSES</b>	\$ (25,117,000)	\$ (802,317)	\$ (3,396,169)

FIRST NATIONS EDUCATION STEERING COMMITTEE SOCIETY						
STATEMENT OF CHANGES IN FUND BALANCES						
For the year ended March 31						
	Unrestricted	Internally Restricted	Invested in tangible capital assets	Restricted	2024 Total	2023 Total
BALANCE, BEGINNING OF YEAR	\$ 4,790,610	\$ 7,726,000	\$ 1,796,072	\$ 35,129,974	\$ 49,442,656	\$ 52,838,825
EXCESS (DEFICIENCY) OF REVENUE OVER EXPENSES	4,134,951	232,000	496,410	(5,665,678)	(802,317)	(3,396,169)
BALANCE, END OF YEAR	\$ 8,925,561	\$ 7,958,000	\$ 2,292,482	\$ 29,464,296	\$ 48,640,339	\$ 49,442,656

**FIRST NATIONS EDUCATION STEERING COMMITTEE SOCIETY****STATEMENT OF CASH FLOWS**

<b>For the year ended March 31, 2024</b>	<b>2024</b>	<b>2023</b>
<b>OPERATING ACTIVITIES</b>		
DEFICIENCY OF REVENUE OVER EXPENSES	\$ (802,317)	\$ (3,396,169)
Items not involving cash		
Depreciation	657,197	240,379
	(145,120)	(3,155,790)
Change in non-cash operating working capital		
Accounts receivable	10,066,693	(6,051,334)
GST/HST receivable	(118,343)	(4,752)
Due from First Nation Schools Association	(148,984)	92,356
Accounts payable and accrued liabilities	1,359,558	539,956
Wages and benefits payable	14,454	86,337
Prepaid expenses	(139,952)	60,885
Interest receivable	(476,000)	43,000
	10,412,306	(8,389,342)
<b>FINANCING ACTIVITIES</b>		
Acquisition of capital assets	(1,152,261)	(1,347,603)
Repayment of capital lease obligations	(1,346)	(8,626)
	(1,153,607)	(1,356,229)
<b>INVESTING ACTIVITIES</b>		
Proceeds from redemption of term deposits	-	7,377,461
<b>INCREASE IN CASH</b>	<b>9,258,699</b>	<b>(2,368,110)</b>
<b>CASH, BEGINNING OF YEAR</b>	<b>40,518,594</b>	<b>42,886,704</b>
<b>CASH, END OF YEAR</b>	<b>\$ 49,777,293</b>	<b>\$ 40,518,594</b>

The accompanying notes are an integral part of the financial statements



**FIRST NATIONS EDUCATION STEERING COMMITTEE SOCIETY**

**NOTES TO FINANCIAL STATEMENTS**  
**March 31, 2024**

**1. OBJECTIVE AND PURPOSE OF THE SOCIETY**

The First Nations Education Steering Committee Society (the "Society") was incorporated on April 20, 1999 under the Societies Act of British Columbia.

The purpose of the Society is to facilitate discussions about education matters affecting First Nations in British Columbia by disseminating information and soliciting input from First Nations. The Society will work to provide a forum for networking, communication and liaison among First Nations schools, other educational institutes, and the federal, provincial and other governments.

**2. SIGNIFICANT ACCOUNTING POLICIES**

These financial statements are prepared in accordance with Canadian accounting standards for not-for-profit organizations.

**(a) Fund Accounting**

The Society follows the restricted fund method of accounting for contributions. The Society records accounting transactions using the fund accounting method generally in use for not-for-profit organizations. A fund is determined for the purpose of carrying on specific activities or attaining certain objectives in accordance with regulations, restrictions, or limitations. Each fund has its own statement of operations which presents the results of operations for the fund. To meet the objectives of financial reporting and stewardship over assets, certain interfund transfers are necessary to ensure the appropriate allocation of assets and liabilities to the respective funds. These interfund transfers are recorded in the statement of changes in fund balances.

The First Nations Education Steering Committee Society maintains the following funds and reserves as part of its operations:

- The Restricted Fund which reports activities pertaining to funds with a designated purpose.
- The Capital Fund which reports the capital assets and their associated activity.
- The Internally Designated Fund which reports the activity pertaining to the Contingency Reserve Fund to an internally set cap of \$7,958,000. Any amounts in excess of this cap are allocated to the Unrestricted Fund.
- The Unrestricted Fund which reports activities in the Core Projects Fund.

**(b) Revenue Recognition**

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

**(c) Capital Assets**

Capital assets are recorded as expenditures in the appropriate fund and are also reported on the statement of financial position as capital assets at cost. Amortization is charged to the capital fund on a straight-line basis over the expected useful life of the assets as follows:

Assets under capital lease	5 years
Computer equipment	3 years
Furniture and equipment	5 years
Leasehold improvements	5 years
Program management applications	3 years

Capital assets are impaired when conditions indicate that they no longer contribute to First Nations Education Steering Committee Society's ability to provide goods and services, or when the value of future economic benefits associated with the tangible capital assets are less than their net book value. If such conditions exist, an impairment loss is accounted for as an expense on the statement of operations.

## FIRST NATIONS EDUCATION STEERING COMMITTEE SOCIETY

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### NOTES TO FINANCIAL STATEMENTS

March 31, 2024

#### 2. SIGNIFICANT ACCOUNTING POLICIES, continued

##### (d) Financial Instruments

###### (i) Measurement of financial instruments

The Society initially measures its financial assets and liabilities at fair value. Financial assets and liabilities are subsequently measured at cost or amortized cost. The Society has not designated any financial assets or financial liabilities to be measured at fair value.

Financial assets measured at cost include cash, term deposits, amounts due from the First Nations Schools Association, accounts receivable and interest receivable.

Financial liabilities measured at cost include accounts payable and accrued liabilities, wages payable, and capital lease obligations.

###### (ii) Impairment

For financial assets measured at cost or amortized cost, the Society determined whether there are indications of possible impairment. When there is an indication of impairment, and the Society determines that a significant adverse change has occurred during the period in the expected timing or amount of future cash flows, a write-down is recognized on the statement of operations. A previously recognized impairment loss may be reversed to the extent of the improvement but cannot exceed the carrying amount of the financial asset. Reversals of previously recognized impairment losses are recognized in net income.

###### (iii) Transaction Cost

Transaction costs related to financial instruments that will be subsequently measured at fair value are recognized in net income in the period incurred. Transaction costs related to financial instruments subsequently measured at amortized cost are included in the original cost of the asset or liability and recognized in net income over the life of the instrument using the straight-line method.

##### (e) Measurement Uncertainty

In preparing the financial statements for the Society, management is required to make estimates and assumptions that affect the reported amounts of assets and liabilities, and disclosure of contingent assets and liabilities, at the date of the financial statements and the reported amounts of revenue and expenses during the period. Items requiring the use of significant estimates include collectibility of accounts receivable, useful lives of capital assets, accounts payable and accrued liabilities, and wages and benefits payable. Actual results could differ from these estimates.

#### 3. RELATED PARTY TRANSACTIONS

The Society, the First Nations Schools Association (FNSA) and the Indigenous Adult Higher Learning Association (IAHLA) are separate organizations, each with their own Board of Directors. The Society is related to FNSA and IAHLA pursuant to an administrative arrangement whereby the Society provides administrative and financial support, including staffing and office premises to the related parties.

Unless otherwise noted, transactions with related parties, if any, are in the normal course of business, and are measured at the exchange amount which is the amount of consideration established and agreed to by the related parties.

## FIRST NATIONS EDUCATION STEERING COMMITTEE SOCIETY

### NOTES TO FINANCIAL STATEMENTS March 31, 2024

#### 4. CAPITAL ASSETS

	Cost	Accumulated amortization	2024 Net book value	2023 Net book value
Assets under capital lease	\$ 130,669	\$ 130,669	\$ -	\$ -
Computer equipment	509,035	355,377	153,658	169,572
Furniture and equipment	212,647	138,647	74,000	98,807
Leasehold improvements	1,060,295	545,965	514,330	484,810
Program management applications	1,979,850	429,356	1,550,494	1,044,229
	<b>\$ 3,892,496</b>	<b>\$ 1,600,014</b>	<b>\$ 2,292,482</b>	<b>\$ 1,797,418</b>

#### 5. CAPITAL LEASE OBLIGATIONS

	2024	2023
Office equipment lease, repayable at \$673 per month at 0% interest per annum and due on May 1, 2023	\$ -	\$ 1,346
Current portion	-	(1,346)
	<b>\$ -</b>	<b>\$ -</b>

Interest expensed in the statement of operations for the year relating to capital lease obligations was \$Nil (2023: \$Nil)

#### 6. INTERNALLY DESIGNATED AND UNRESTRICTED FUNDS

The Society currently holds internally designated funds as a contingency reserve (see Schedule 2). The funds are to be used in the event, funding is delayed or drastically reduced by funding agencies. The fund balance is capped at \$7,958,000 (2023 - \$7,726,000), which approximates six months of operations, legal fees, travel and meeting costs for further negotiations. The balance of the contingency fund in excess of the cap is considered to be unrestricted, along with the Core Projects program (see Schedule 1). These unrestricted funds will be spent according to priorities set out in a plan approved by the Board.

#### 7. COMMITMENTS

The Society has committed to leasing its current office premises and office equipment. The Society is obligated to make the following minimum lease payments exclusive of common area maintenance charges in each of the next five fiscal years as follows:

	\$
2025	\$ 348,087
2026	340,505
2027	186,961
2028	22,332
2029	7,077
	<b>\$ 904,962</b>



## FIRST NATIONS EDUCATION STEERING COMMITTEE SOCIETY

### NOTES TO FINANCIAL STATEMENTS

March 31, 2024

#### 8. FINANCIAL INSTRUMENTS

Transactions in financial instruments may result in an entity assuming or transferring to another party one or more of the financial risks described below. The required disclosures provide information that assist users of financial statements in assessing the extent of risk related to financial instruments.

##### (a) Fair Value

The fair value of the Society's cash, term deposits, accounts receivable and accounts payable and accrued liabilities are believed to equal their carrying amounts due to their short term to maturity. The fair value of the amount due from First Nations Schools Association is not readily obtainable.

##### (b) Credit Risk

The Society does have credit risk in accounts receivable of \$2,399,127 (2023 - \$12,465,820). Credit risk is the risk that one party to a transaction will fail to discharge an obligation and cause the other party to incur a financial loss. The Society reduces its exposure to credit risk by performing credit valuations on a regular basis and performing reviews of aged accounts receivable listings on a regular basis. In the opinion of management the credit risk exposure to the Society is low and is not material.

##### (c) Liquidity Risk

The Society does have liquidity risk in accounts payable and accrued liabilities of \$6,877,454 (2023 - \$5,517,896). Liquidity risk is the risk that the Society cannot repay its obligations when they become due to its creditors. The Society reduces its exposure to liquidity risk by ensuring that it documents when authorized payments become due. In the opinion of management the liquidity risk exposure to the Association is low and not material.

#### 9. ECONOMIC DEPENDENCE

First Nations Education Steering Committee Society receives a significant portion of its revenue pursuant to a Comprehensive Funding Arrangement (CFA) with Indigenous Services Canada (ISC). ISC provides annual funding under a 5 year commitment through BCTEA.

#### 10. SOCIETIES ACT DISCLOSURE

Pursuant to the Societies Act of British Columbia, the Society is required disclose the number of, and total remuneration paid to employees and subcontractors, who receive remuneration or payments for services rendered, in excess of \$75,000 in the fiscal year.

In the current year, the Society had 59 (2023 - 49) employees and subcontractors who received remuneration or payments in excess of \$75,000 and paid remuneration totalling \$7,920,109 (2023 - \$7,540,311) to these individuals and subcontractors.

During the year, the Society paid \$16,400 (2023 - \$15,850) to the First Nations Tribal Council as a reimbursement for services rendered by the president of the board.

**FIRST NATIONS EDUCATION STEERING COMMITTEE SOCIETY****SUMMARY SCHEDULE OF OPERATIONS AND CHANGES IN FUND BALANCES BY PROGRAM**

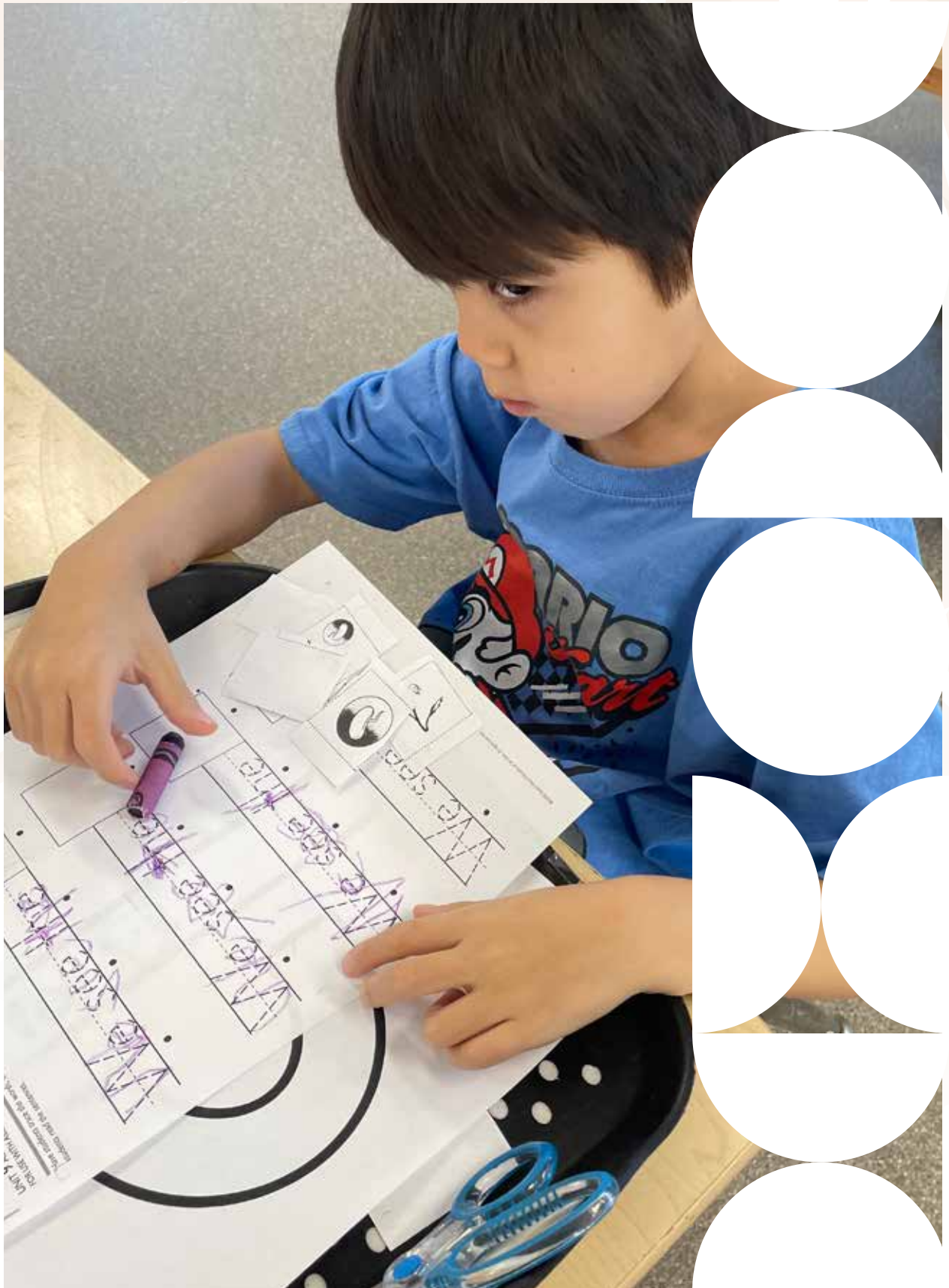
For the year ended March 31, 2024												
	Page	ISC Funds	Other Revenue	Total Revenue	Total Expenses	Surplus (Deficit)	Opening Fund Balance (Deficit)	Transfers	Closing Fund Balance (Deficit)			
CORE PROJECTS	11\$	-	\$ 728,792	\$ 728,792	-	\$ 728,792	\$ 3,884,951	-	\$ 4,623,743			
CONTINGENCY RESERVE	12	-	3,638,159	3,638,159	-	3,638,159	8,621,659	-	12,259,818			
CAPITAL FUND	13	-	1,153,607	1,153,607	657,197	496,410	1,796,072	-	2,292,482			
RESTRICTED FUND												
BCTEA CORE	14	9,233,700	166,209	9,399,909	8,101,357	1,298,552	1,771,776	(530,626)	2,539,702			
FIRST NATIONS AND INUIT YOUTH EMPLOYMENT STRATEGY PROGRAM	15	4,943,800	-	4,943,800	7,942,086	(2,998,286)	3,386,023	-	387,737			
IMPACTS ON LEARNING GRANTS	16	12,445,742	-	12,445,742	16,985,079	(4,539,337)	1,364,116	3,665,657	490,436			
EDUCATION GOVERNANCE GRANTS (EPP)	17	4,273,404	-	4,273,404	4,253,404	20,000	-	-	20,000			
EDUCATION RESEARCH PROJECTS	18	130,000	-	130,000	270,230	(140,230)	140,230	-	-			
FIRST NATIONS MANAGEMENT STANDARDS	19	-	-	-	42,143	(42,143)	105,000	-	62,857			
EDUCATION PARTNERSHIPS PROJECTS (EPP)	20	-	-	-	-	-	-	-	-			
ANNUAL EDUCATION CONFERENCE	21	-	302,143	302,143	329,194	(27,051)	27,051	-	-			
SEVENTH GENERATION	22	-	15,651	15,651	-	15,651	64,050	13,160	92,861			
POST-SECONDARY PARTNERSHIPS PROGRAM	23	3,593,772	-	3,593,772	3,419,268	174,504	2,086,178	-	2,260,682			
FIRST NATIONS LANGUAGE PROGRAM	24	14,712,250	-	14,712,250	13,705,318	1,006,932	1,001,614	(971,518)	1,037,028			
LOCAL EDUCATION AGREEMENT	25	15,000	-	15,000	7,625	7,375	146,656	(146,656)	7,375			
POST-SECONDARY SUPPORT TO COMMUNITIES	26	141,900	-	141,900	188,616	(46,716)	63,077	-	16,361			
ACCOUNTABILITY	27	-	-	-	-	-	54,940	(54,940)	-			
SCHOOL ASSESSMENT	28	840,000	-	840,000	834,251	5,749	229,537	(170,987)	64,299			
INDIGENOUS ADULT HIGHER LEARNING ASSOCIATION CONTINGENCY RESERVE	29	-	9,600	9,600	-	9,600	126,685	-	136,285			
TRIPARTITE AGREEMENT	30	110,000	-	110,000	83,869	26,131	-	-	26,131			
JURISDICTION PROJECT	31	-	-	-	-	-	-	-	-			
EDUCATOR RECRUITMENT AND RETENTION	32	145,500	-	145,500	141,568	3,932	-	-	3,932			
BCTEA CURRICULUM	33	-	-	-	-	-	11,039	(11,039)	-			
PARENTS CLUB	34	585,000	-	585,000	432,438	152,562	319,115	2,500	474,177			
REGIONAL POST SECONDARY MODEL	35	-	-	-	193,959	(193,959)	425,925	-	231,966			
INDIGENOUS ADULT HIGHER LEARNING ASSOCIATION CORE	36	170,603	-	170,603	251,886	(81,283)	128,054	-	46,771			
PSE INSTITUTION COVID FUNDING	37	-	-	-	-	-	-	-	-			
SPECIAL EDUCATION PROGRAM	38	27,013,601	-	27,013,601	23,484,615	3,528,986	1,928,449	(800,000)	4,657,435			
MINISTRY FUNDS FOR OPENING (ECC)	39	-	-	-	300	(300)	46,150	-	45,850			
POST-SECONDARY EDUCATION PROGRAM (PSFS)	40	-	650,000	650,000	511,532	138,468	817,930	(633,084)	323,314			
POST-SECONDARY EDUCATION FUNDING (PFS)	41	-	5,310,000	5,310,000	7,339,213	(2,029,213)	8,974,139	-	6,944,926			
REGIONAL EDUCATION AGREEMENT	42	1,663,296	-	1,663,296	2,527,365	(864,069)	1,999,169	-	1,135,100			
ADULT EDUCATION INVESTMENT FUNDING	43	470,562	-	470,562	-	470,562	-	-	470,562			
INDIGENOUS-FOCUSED GRADUATION REQUIREMENT (ECC)	44	-	-	-	91,000	(91,000)	-	-	-			
SCHOOL CAPACITY DEVELOPMENT	45	1,566,800	-	1,566,800	1,400,395	166,405	775,229	(573,232)	368,402			
FIRST NATION EDUCATION AUTHORITY	46	-	-	-	-	-	-	-	-			
JURISDICTION NEGOTIATION	47	472,897	-	472,897	392,414	80,483	475,457	-	555,940			
EDUCATION PARTNERS ACTIVITIES (ECC)	48	-	100,000	100,000	116,876	(16,876)	116,876	-	100,000			
GANG & GUN VIOLENCE PREVENTION STRATEGY (ECC)	49	-	-	-	-	-	-	-	-			
INDIGENOUS LANGUAGE DEGREE ADVANCEMENT (PSFS)	50	-	1,000,000	1,000,000	1,268,597	(268,597)	758,472	633,084	1,122,959			
FNHFN FN SCHOOLS HEALTH AND SAFETY COVID FUNDS	51	-	-	-	-	-	-	-	-			
FIRST NATIONS SCHOOLS TECH SUPPORT	52	580,000	-	580,000	508,498	71,502	176,236	-	71,503			
CONNECTED CLASSROOM	53	524,000	34,500	558,500	678,811	(120,311)	88,556	33,755	-			
SECONDARY AND ADULT GRADUATION	54	730,000	-	730,000	364,585	365,415	240,368	(266,679)	339,104			

# **FIRST NATIONS EDUCATION STEERING COMMITTEE SOCIETY**

## **SUMMARY SCHEDULE OF OPERATIONS AND CHANGES IN FUND BALANCES BY PROGRAM, continued**

For the year ended March 31, 2024									
Page	ISC Funds	Other Revenue	Total Revenue	Total Expenses	Surplus (Deficit)	Opening	Transfers	Closing	
55	-	-	-	-	-	1,420,483	(1,420,483)	-	
56	-	-	-	(5,000)	5,001	8,169	(13,160)	-	
57	2,386,625	33,000	2,419,625	3,407,298	(987,673)	942,465	1,420,483	1,375,275	
58	820,977	-	820,977	86,385	734,592	821,770	-	1,556,362	
59	-	-	-	-	-	-	-	-	
60	-	-	-	-	-	-	-	-	
61	-	14,380	14,380	1,515,416	(1,501,036)	4,000,000	-	2,498,964	
	87,569,429	7,635,484	95,204,913	100,870,591	(5,665,678)	35,129,974	-	29,464,296	
<b>Totals</b>	<b>\$ 87,569,429</b>	<b>\$ 13,166,042</b>	<b>\$ 100,725,471</b>	<b>\$ 101,527,788</b>	<b>(802,317)</b>	<b>\$ 49,442,656</b>	<b>\$ -</b>	<b>\$ 48,640,339</b>	





# First Nations Schools Association

Financial Statements – March 31, 2024

The FNSA Audited Financial Statements will be included when available







FIRST NATIONS EDUCATION STEERING COMMITTEE  
FIRST NATIONS SCHOOLS ASSOCIATION

#113 - 100 Park Royal South  
West Vancouver, BC V7T 1A2

Toll-free: 1-877-422-3672  
Phone: 604-925-6087

[fnesc.ca](http://fnesc.ca) | [fnsa.ca](http://fnsa.ca)



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