



STEIN VALLEY NLAKEPAMUX SCHOOL

2020-21 ANNUAL REPORT



Stein Valley Nlakapamux School Board

1675 St. Georges Road

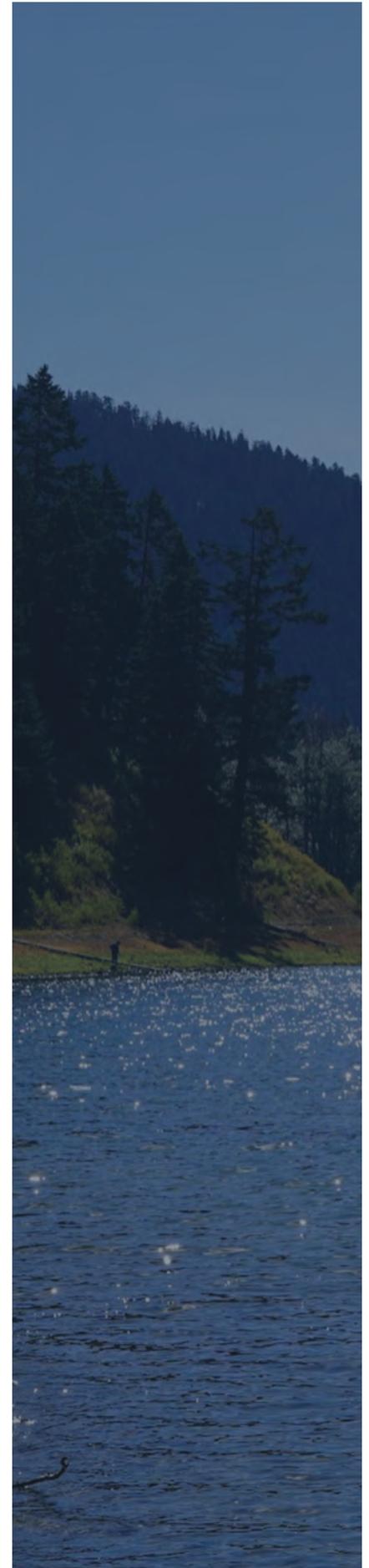
Lytton, BC V0K 1Z0

www.svns.ca

Purpose of Report:

The purpose of this report is to provide the Board of Directors, Society members and the community with an overview of what has been accomplished over this past school year. The report provides everyone with an opportunity to reflect on our school year, examine the challenges that were faced and how they were addressed as well as celebrate the many successes that have been achieved.

We hope that everyone reading this report will recognize that students who attend Stein Valley Nlakapamux School are not only receiving a solid academic education but are receiving an enriched, culturally relevant and holistic education program that will help them be successful in the 21st Century.



Prepared by:

NoxGyes, Edith Loring-Kuhanga, B. Ed., M. Ed.

School Administrator

Stein Valley Nlakapamux School Board

1675 St. Georges Road

Lytton, BC V0K 1Z0

Phone: 250-455-2522

Email: administrator@svns.ca

Table of Contents

Executive Summary	4
Introduction:	
1. Stein Valley Nlakapamux School Society and Members	6
2. Board of Directors	7
3. Vision, Mission and Philosophy	9
4. Senior Managers	10
Strategic Plan 2021-2026	11-16
Impact of COVID-19:	18
1. Background on COVID-19	18
2. Building on the successes of 2020.....	19
3. Resuming in class instruction	19
Educational Programs, Enrolment and Outcomes:	23
1. Elementary and High School	23
2. Graduates	24
3. Adult Diplomas.....	24
3. Post-Secondary Studies	25-29
NlakapamuxchEEn & Cultural Programs and Curriculum Development	30
1. Knowledge Keepers.....	30
2. Semi-Fluent Speakers	30
3. Programming and Financial Resources	30
4. Curriculum Development	31
5. Pathways to Language Vitality Program.....	32
6. Language Revitalization Planning Program.....	33
7. Fish and Fruit Trade	34
Human Resources	35
Other Projects:	37
1. Finances.....	37
2. Operations and Maintenance	37
3. Capital Projects	38
4. Agriculture Project	39
5. Student Meal Program	40
6. Farm Therapy Program.....	41
7. Monitoring Inspection, Independent Branch, Ministry of Education.....	41
8. Independent Branch, Ministry of Education	41
Conclusion	42

Executive Summary

In 2017-18, the School Administrator started Annual Reports to Stein Valley Nlakapamux School Society members (Lytton First Nation Chief and Council) as a means of being accountable and transparent on all aspects of the society's operations. This annual report introduces who the Stein Valley Nlakapamux School Society members are and how they become society members. It also provides an introduction to how the society members appoint the Board of Directors, who the Board of Directors are, the terms of the directors and the committees of the Board. It also introduces the senior managers of the Board that includes the School Administrator and the Principal of the School.

The report provides an overview of all activities that have been undertaken by the Board of Directors which include the goals and objectives of the 2021-2026 Strategic Plan; impact of COVID-19 on our school (background on COVID-19, building on the success of the previous school year, resuming in class instruction, implementing student mandatory mask policy, staff who participated in the vaccine program, returning to Stage 4); educational programs, enrolment and outcomes; NlakapamuxchEEn and cultural programs and curriculum development; Human resources; and other projects.

During the 2021-26 Strategic Planning, the Board of Directors revised the vision, mission and philosophy. In addition, there were seven goals identified with objectives which are currently being updated. To prepare safely to return to in-class instruction, the School Administrator developed a document entitled, "Stein Valley Nlakapamux School Re-Opening, Health and Safety School Plan". This plan included

21 areas that would be implemented for safely reopening the school during a pandemic. This plan served as a blueprint for resuming in-class instruction for SVNS.

Because there was a lot of anxiety and concern from parents and teachers all across Canada about re-opening a school during the pandemic, Stein Valley Nlakapamux School issued a media release three weeks after we re-opened. As a result, CBC National came to visit our school on September 1, 2021. They featured our school as a model school on how to safely operate during a pandemic. APTN also did a follow up story on our school. In addition, the School Administrator was interviewed by all the CBC Radio stations in BC.

As part of the plan, the Board of Directors invested an additional \$300,000 in hiring additional teachers, custodial staff, providing PPE for students and staff and in purchasing additional cleaning supplies.

Stein Valley Nlakapamux School had three students graduate with a Dogwood Diploma. In addition, we had a 10% increase in elementary and secondary enrolment. As part of the Board of Director's 5-Year Strategic Plan, we expanded our programs and services to include post-secondary studies. In addition to the Adult Diploma program, we offered an Aboriginal Early Childhood Education Program and an Indigenous Human Service Worker Diploma Program. In total, we had 34 adults attending adult education and post-secondary studies.

We expanded NlakapamuxchEEn immersion this school year. Not only were our K4 students blessed with half day immersion but also increased the amount of NlakapamuxchEEn to our Kindergarten students. We are so grateful to our Knowledge Keepers who are dedicated to passing down NlakapamuxchEEn and culture to our students. We wouldn't be able to offer the language and wide range of cultural activities if we didn't have our Knowledge Keeper's commitment and dedication to our school.

The majority of our staff were retained (93%) from the previous year which provided some stability for all of our overall operations. This is up by 4%. This is a huge accomplishment considering we were operating our school during the pandemic. Despite the anxiety and stress that many of our staff had, they showed up for school every day in order to provide a quality and relevant education to our students!

We were extremely excited to finally complete our solar panel project this year. There were 176 panels installed on our roof (approximately 70 KW of solar photovoltaic – PV array) which will produce an annual electricity output of approximately 82,000 KWh. This should save our school between \$9,000 - \$10,000 in electricity per year. In addition, we were able to replace the 72-passenger bus with a new 46-passenger bus.

Although COVID-19 presented a lot of challenges for us, it taught us to be creative, innovative and explore the many possibilities that exist. Our staff and Board of Directors are strengthening the Nlakapamux identity, self-esteem and confidence in all of our students so that they can be successful in the 21st Century! It is an honour to be part of all of our student's, K4 to adults, journey!

Our last day of school for our students was on June 24 and the last day of school for staff was on June 25. Five days later, on June 30, our community suffered greatly from the Lytton Creek fire. Homes and structures on Lytton First Nation IR 17, 18 and 22 were burned to the ground and the Village of Lytton was decimated to rubble. SVNS' Fraser Street house which had two apartments in it: a four-bedroom and a one-bedroom suite were burned to the ground. Fortunately, the Stein Valley Nlakapamux School, gas station, adult education building, and maintenance facility were not burned. On the day of the fire, everyone was evacuated to Stein Valley Nlakapamux School which was used as a muster station until everyone was re-evacuated to Lillooet.

Eleven of our students/families, staff and Board Members lost their homes in the fire: five students/families, five staff and one Board Member. The vast majority of our families were evacuated and scattered throughout the Interior, Lower Mainland, Okanagan and on Vancouver Island. Lytton First Nation still has an Evacuation Order in place at the time of this report due to the lack of emergency services in the community and lack of housing for families. As a result, the 2021-22 school year was delayed. When we started on September 13, 2021, our students went back to online learning. Suffering through a pandemic and the consequences of the Lytton Creek Fire will have long term effects on our students, families, staff and community! However, we are resilient, #Lyttonstrong and we will survive!

Introduction

When Lytton First Nation first opened their own band operated school in 1993, they called it Mestanta Technological Institute (MTI). Four years later, the Band changed the name to Stein Valley Nlakapamux School. In 1999, the Chief and Council registered the Stein Valley Nlakapamux School Society with the BC Societies Act. Shortly thereafter, the school was registered under the BC Independent Schools Act, the Ministry of

Education. The Board wanted to ensure that the school was not only meeting the needs of the students but was exceeding the Ministry of Education standards. Although we have faced many challenges with our school over the past few years, we believe that we have exceeded the standards that would have been set for our students.

1. Stein Valley Nlakapamux Society Members:

The Lytton First Nation Chief and Council are the members of the society. Hence, whenever there is an election, the elected Council members automatically become members of the Society. All members of the Society are bound to uphold the constitution and the Bylaws of the Society.

Currently, the Lytton First Nation Chief and Council are elected every two years.

For the 2020-21 school year, the following are the members of the Society:

Chief Janet Rose Webster
Deborah Abbott
Albert Adams
Sheila Adams
Amanda Adams
Allan Freeman Charlie
Kevin Duncan
Niakia Hanna
John Kary Haugen
Michelle Machel
Jason Robertson
Kevin Sampson
Chrissy Thomas

The members are required to hold an Annual General Meeting to accept the report of the Directors and senior manager, to review and accept the audit, appoint the auditor for the following year, review and adopt any revisions to the By-Laws and appoint the Board of Directors, as required.

2. Board of Directors:

There were five Directors on the SVNS Board. The Society members appoint four community members to be the “Directors” of the Society. In addition, the Chief and Council elect one member of the Council to represent them on the Board of Directors.

The Board of Directors for the 2020-21 School Year:

NAME & POSITION	APPOINTED	TERM AND EXPIRY	COMMENTS
Dr. Ruby Dunstan, President	October 11, 2017	5 years, expires 2022 AGM	
Byron Spinks, Vice President	October 11, 2017	5 years, expires 2022 AGM	
Karen Dunstan, Secretary	October 29, 2020	5 years, expires 2025 AGM	
Niakia Hanna, Treasurer	October 11, 2017	3 years, expires 2020 AGM	Council representative
Genessa Sam	October 29, 2020	5 years, expires 2025 AGM	

At the October 2020 AGM, the Directors and the Society members adopted a revised Bylaws of the Society. The Bylaws were amended to include an Honorary Lifetime Membership (Bylaws 3.1 to 3.3) and reference to the Lytton First Nation Financial Administrative Law.

A Lifetime Honorary Member is a Lytton First Nation member who has made an “extraordinary and enduring contribution to the society”. The first Honorary Lifetime member appointed was Chief Janet Webster to honour the many contributions that she has made to the Stein Valley Nlakapamux over the years.

Board and Committee Meetings:

The Board of Directors meet at least once per month and more frequently, as required. The Board meetings are generally held on the 3rd Thursday of every month, with the exception of July which is the summer break.

The Board of Directors has established four Board Committees:

PERSONNEL	SCHOOL POLICY	FINANCE	LANGUAGE/CULTURE
Chair: Karen Dunstan	Chair: Genessa Sam	Chair: Niakia Hanna	Chair: Byron Spinks
Members: Byron Spinks and/or Genessa Sam and the Principal and/or School Administrator	Members: School Administrator, Principal and one teacher representing staff	Members: Book keeper and the School Administrator	Members: Principal, Language and Culture Teacher and 2 other staff members
Meeting is on 1 st Tuesday of every month or when recruitment is required	Meeting is on the 3 rd Tuesday of the month	Meeting is on the 2 nd Tuesday of the month	Meeting is on the 1 st Thursday of the month

There are Terms of Reference for each of the Committees. The purpose of the committees is to serve as the working committee of the board to do “pre-board work” regarding matters pertaining to their role. They do not replace the workings of the Board. The pre-work includes making recommendations through recommended motions for the Board of Directors to consider.



3. Vision, Mission and Philosophy:

In 2015, the Board of Directors developed a 5 year (2015-2020) Strategic Plan which included a Vision, Mission and Philosophy. In 2020, the Board revised and updated the Vision, Mission and Philosophy for the 2021-2026 Strategic Plan:

Vision

Our students are proud Nlakapamux, academically successful and self-reliant, today and in the future.

Mission

We provide a wide variety of holistic educational programs within a Nlakapamux environment that involves the students, staff, knowledge keepers and community.

Our Philosophy

We believe that students who have Nlakapamux identity will have a positive self-esteem and confidence to succeed.

4. Senior Managers:

A. School Administrator:



The school administrator is Edith Loring-Kuhanga. She has a Bachelor of Education Degree and completed the Masters in Education Leadership in 2012, both from the University of Victoria. Edith completed her fourth year of full-time employment with the Stein Valley Nlakapamux School Society. Previously she was a consultant to the Board of Directors for three years. As a consultant, she was primarily responsible for leading the Board of Directors through the change to the 12-month annual calendar, developing and implementing the Strategic Plan.

Edith has over 39 years of experience in education with a focus on “Indian Control of Indian Education”. Over the 39 years, she has been an elementary teacher, Principal, college instructor, post-secondary counsellor, curriculum developer, strategic planner, policy writer, proposal/grant writer and consultant. Edith owned and operated her own national training and consulting company for 22 years and provided training to First Nation, Metis and Inuit organizations all across Canada. She has worked in education, health, governance, leadership, administration and economic development. In addition, she was a school trustee for 10 years and the last four years, she was the Chair of the Greater Victoria School Board, School District No. 61.

The school administrator is the education leader of the Stein Valley Nlakapamux School Society. They are responsible for overseeing the Stein Valley Nlakapamux School, adult education programming, transportation, operations, and maintenance of all capital assets (i.e., school, maintenance buildings, teacher housing, school buses and gas station), human resources, financial management and control. The school administrator administers the Board of Education Strategic Plan and policies under the direction and guidance of the Stein Valley Nlakapamux School Board

B. Principal:

The Principal is Todd Morrow who completed his second year of Principalship at Stein Valley Nlakapamux School. Todd was born and raised in Toronto, Ontario where attended the University of Guelph and Wilfred Laurier University. He has a Bachelor of Arts and Bachelor of Education Degree.



Prior to coming to Stein Valley Nlakapamux School, Todd had five years of teaching experience which included two years of principal/vice-principal experience. Todd had also worked in Alberta and Manitoba. The principal is responsible for assisting in and implementation of a culturally based instructional program, which provides the best possible educational opportunity for each student. While he/she is responsible for administrating and supervising all phases of the school’s operation, his or her primary concern is the improvement of instruction and weaving the Nlakapamux language and culture with the new BC Education curriculum. The principal administers the Board of Education policies under the direction and guidance of the school administrator and the Stein Valley Nlakapamux School Board.

Strategic Plan 2021-2026

Stein Valley Nlakapamux School developed a second 5 Year Strategic Plan (2021 - 2026) that not only reflected 21st Century learning but was based on the Nlakapamux culture and ways of the people. The 2021-22 school year was the first year of the second five-year strategic plan.

We just completed our fourth year of the 12-month calendar. The Board of Directors held a Strategic Planning session on November 27 & 28, 2020. At the planning session, a Draft Strategic Plan for 2021-26 was established.

There are seven goals for 2021-26:

STRATEGIC GOAL #1:

Maintain and continue effective governance and stable leadership ensuring the organization moves forward.

LONG TERM OBJECTIVES	OUTCOMES/ACTIVITIES	TIMELINE
To Develop a Memorandum of Understanding (MOU) with Lytton First Nation	Initial Meeting with both Administrators 2 nd Meeting with other Education Staff Group Draft MOU and take financial aspects into consideration Drafts be taken to SVNS Board and Society Members To request the ISC Budget Allocation to LFN for SVNS annually in order for accurate invoicing	Short term
To provide Professional Development Opportunities for the Board	Board Development Training Roberts Rules of Order Employment Law Workshops	On -going

STRATEGIC GOAL #1 (con't)

<p>Develop a full Orientation Manual for Board Members and a Checklist</p>	<p>Orientation Binder to include: By-Laws Terms of Reference School Policies Personnel Policies Annual Reports 12 Month Cultural Calendar Research Project Checklist to include</p>	<p>Short term</p>
<p>To continue with the four Board Committees</p>	<p>All deal with policy</p>	<p>On-going</p>
<p>Establish a System Wide Performance Evaluation Process</p>	<p>Include the Board and all staff</p>	<p>Mid Term</p>
<p>Establish a Board Succession Plan</p>	<p>Have Elders and a High School Student elect a representative to be on the Board - Establish terms of reference for student and Elders</p>	<p>Short Term</p>





STRATEGIC GOAL #2:

Ensure financial capacity to carry out the vision.

LONG TERM OBJECTIVES	OUTCOMES/ACTIVITIES	TIMELINE
To continue applying for grant applications for additional funding for extra projects.	Hire an external Grant Writer Develop Job Description and Job Posting	Short Term
Develop a 5 Year Budget	Review 2018-20 Budgets and Do Forecasting for next 5 Years	Short Term
Utilize the charity of SVNS designation	Advertise and market our school and provide tax deductible receipts Research organizations that may be willing to donate for specific programs	On-going
To provide a Grant Writing Workshop for Managers and Neighbouring Organizations	Hold 2-Day Course on Grant Writing	Short Term
To establish a long-term Capital Plan with a Replacement Reserve Fund	Look at all assets, debts, income and expenses Review ACRS report and teacher houses	Short Term
To establish a 5-Year Business Plan for the Gas Station	Finance Committee meet to review developing a Call for Expressions of Interest Explore options of moving the gas station to Hwy 12 and Hwy 1 Follow up with LFN - Future work will be with Byron and Karen to follow up with LFN	Mid Term

STRATEGIC GOAL #3:**Nurture and build Nlakapamux pride and identity.**

LONG TERM OBJECTIVES	OUTCOMES/ACTIVITIES	TIMELINE
To order school and sport attire.	Fundraise to offset the cost.	Short Term
To identify and acknowledge the Knowledge Keepers	Highlight one Knowledge Keeper monthly and put in the Newsletter and on the Website	On going
Highlight student's accomplishments	Highlight in the newsletter Ask students what they would like to see	Short Term and On-going
Establish the Nlakapamux Language and Culture Facebook Page and update the Website	Keep it updated with our cultural and language activities We may need to hire someone who can focus on social media, Adopt social media and privacy policies	Short Term and On-going Short Term
To provide a wide range of cultural programs that foster pride and identity	Hunting, Fishing, Food Growing and Preserving, Gathering plants and herbs, Camping, Storytelling, Tanning Hides, Making Drums,	On-going
Hire a Cultural Coordinator	Develop Job Description and Job Posting Interview and Hire	Short Term

STRATEGIC GOAL #4:**Prepare students for the 21st Century.**

LONG TERM OBJECTIVES	OUTCOMES/ACTIVITIES	TIMELINE
To increase the literacy and numeracy levels of our students	Establish the Primary, Intermediate and High School Goals	Short Term
To provide a holistic program that incorporates the emotional, mental, physical and cultural/spiritual needs of our students	Develop a 5 Year Agriculture Plan Develop a 5 Year Plan for the Farm with a Budget Continue with the Student/Family Advocate	Short Term and On-going
To provide a wide range of electives for our high school students	Offer a selection of short courses within each course so that students can choose from a variety: Coding, Computer Technology, Videography, Woodworking, Metal Work, Home Economics	Short Term and On-going
Continue with Project Based Learning	Continue with Cross Curricular teaching	On-going

STRATEGIC GOAL #5:

Recruit and retain employees and contractors to support the Vision and Mission of the school including developing a succession plan for staff.

LONG TERM OBJECTIVES	OUTCOMES/ACTIVITIES	TIMELINE
Develop 5 Year Human Resource Plan	This will highlight the recruitment process and retirement process	Med Term
Develop a Training Plan for Staff	Meet with Individual Support Workers to develop a Career and Training Plan	Short Term
Develop a 5 Year Wage Grid for all Support Staff	Research similar schools and school districts and develop plan	Med Term
To examine housing options for staff	Check vacant land, tiny homes, and purchases	Short Term and On-going



STRATEGIC GOAL #6:

Provide educational opportunities for adults that lead to self-sufficiency.

LONG TERM OBJECTIVES	OUTCOMES/ACTIVITIES	TIMELINE
Establish an Alternate Education Program	Conduct research to see how many high school students who may benefit from a program	Short Term
Determine the Educational Needs of the Community	Work with the stakeholders on establishing a Community Education Survey to identify the adult program needs	Short Term
Develop a Multi-Year Plan that includes a budget for Adult Programming	Work with stakeholders	Short Term
To Explore the Possibilities of Becoming a Private Post-Secondary Institute	Contact the Private Post-Secondary Institute Agency	Med Term to Long Term
Identifying Funding Sources for Programs and Overall Operations		Short Term and On-going
To establish a 10 Year Facilities Plan	Based on the survey	Long Term





STRATEGIC GOAL #7:

Continue to be open, transparent, and accountable to the students, parents and community.

LONG TERM OBJECTIVES	OUTCOMES/ACTIVITIES	TIMELINE
For the Board to continue to be Open and Transparent	Develop a draft agenda that includes Q&A that the Board can review. Invite the parents and community to attend the Regular Board meetings.	On-going
To establish a website that has up to date information	Establish a Calendar on the website that includes all Regular Board Meetings and Minutes. Develop a budget/cost Hire an external contractor to develop the Website	Short Term
Continue with Quarterly Showcases	Capture on video and put it on our web site	On-going
Student Trustee - same as Goal 1		Short Term
Continue with Newsletters	Monthly and weekly	On-going

THE IMPACT OF COVID-19 ON OUR SCHOOL

1. Background on COVID-19:

On March 11, 2020, the World Health Organization (WHO) declared COVID-19 as a “global pandemic”. This was a new virus that the world was unfamiliar with but we quickly became aware of what it was the devastating impact it would leave behind. “Coronaviruses are a large family of viruses found mostly in animals. In humans, they can cause diseases ranging from the common cold to more severe diseases such as Severe Acute Respiratory Syndrome (SARS) and Middle East Respiratory Syndrome (MERS). The disease caused by the new coronavirus has been named COVID-19.

Last year, we learned that “Coronavirus is transmitted via larger liquid droplets when a person coughs or sneezes. The virus can enter through these droplets through the eyes, nose or throat if you are in close contact. The virus is not known to be

airborne (e.g., transmitted through the particles floating in the air) and it is not something that comes in through the skin. It can be spread by touch if a person has used their hands to cover their mouth or nose when they cough. That’s why we recommend you cough or sneeze into your arm and wash your hands regularly.”

On Tuesday March 17, 2020, Premier John Horgan and the Minister of Education, Rob Fleming suspended “in-class instruction” for kindergarten to Grade 12 until further notice in order to keep students and staff safe from COVID-19. At the same time, he stated that schools and school districts would have to figure out how to do “continuous learning”, graduating students would receive a final grade and the only graduation assessment required would be the Grade 10 numeracy assessment.

On March 18th, 2020 the province of BC declared BC a state of emergency due to the coronavirus.

The Ministry of Education developed the following 5 Stage Framework in BC:

STAGE 5	Suspend all in-class instruction for all grades and students. Remote and online learning for all students.	March 17, 2020
STAGE 4	In-class learning for children of essential service workers and vulnerable students. Remote and online learning continues for most students.	Mid-April 2020
STAGE 3	In-class learning for students in kindergarten to Grade 5 on a part-time basis. Access to in-class learning as needed for grades 6 to 12 on a part-time basis. Remote and online learning continues to be available for students	June 1, 2020
STAGE 2	In-class learning for all students in elementary school (K to 7) on a full-time basis. In-class learning for secondary students (grades 8 to 12) on a part-time basis. Remote and online learning continues to be available for secondary students.	September 2020
STAGE 1	A return to full in-class instruction	September 2020

¹What is COVID-19? BC Centre for Disease Control:
<http://www.bccdc.ca/health-info/diseases-conditions/covid-19/about-covid-19>

²How it Spread: BC Centre for Disease Control:
<http://www.bccdc.ca/health-info/diseases-conditions/covid-19/about-covid-19/how-it-spreads>

2. Building on the Success of the Previous School Year:

Moving from in-class instruction to remote and online learning took a tremendous amount of planning. The School Administrator developed a document entitled “Stein Valley Nlakapamux School Holistic Continuity Learning Plan” which was released on April 6, 2021. This document provided staff with guidelines on delivering remote and online learning in the last spring semester to the end of the school year. The document included background information on COVID-19, guiding principles, the expectations of employees, establishing collaborative teams in the school, scheduling, access to the school, health and safety standards, privacy practices for employees working from home, laptop computers and iPads for employees use, temporary working from home agreements, new forms, new policies and procedures and references that included teaching resources and COVID-19 background information.

Although our school year was interrupted by suspension of in-class instruction the previous year, we wanted to start our school year off by returning to school in a safe manner. As a result, our Board of Directors invested more money and resources into ensuring that our students could safely return to in-class instruction. We believed that the best place for our students was in school.

3. Resuming In-Class Instruction for the 2020-21 School Year:

A. Additional Financial and Human Resources:

Senior administrators strongly felt that Stein Valley Nlakapamux School could return safely to in class instruction on July 27, 2020 as long as we had additional financial and human resources. In May 2020, the School Administrator identified that an additional \$300,000 would be required to safely return to in class instruction during a pandemic. The budget request was reviewed by the Finance Committee who approved the request and recommended it to the Board of Directors who approved the request.

In order to accommodate the two metre physical distance between students, classes would be reduced to 12 students. As a result, this would require two additional teachers and one additional custodian. In addition, there would be significant extra costs associated with more cleaning supplies, Personal Protective Equipment (PPE) for students and staff and other supplies. Based on the previous three months, we determined that cleaning supplies would cost an additional 30% from previous years.

B. SVNS Safe Re-Opening Plan for July 2020:

The School Administrator developed the “SVNS Re-Opening, Health and Safety School Plan” to resume full in class instruction for the 2020-21 school year. Feedback from the staff, parents and the Board of Directors was incorporated into the well thought out plan. The plan was reviewed and passed by the Board of Directors prior to resuming to in class instruction. Staff returned on Monday July 20, 2020 and students returned to in class instruction on July 27, 2020.

The plan was clearly thought out and included the following 21 areas to help keep our students, staff and school safe from COVID-19:

1. Two Learning Groups:

Stein Valley Nlakapamux School was divided into two learning groups: Elementary students and staff and High School students and staff. Movement amongst the learning groups was minimized. Physical distance was required when there was any interaction between the groups. Because physical distance between staff and students was discouraged, we learned how to give big smiles, high fives, and virtual hugs.

2. PPE for Staff and students:

All students and staff were provided with cloth masks at the beginning of the school year. All staff were required to wear a mask whenever they were inside the school. Teachers and Student Support Workers (SSWs) who were doing one on one supports were required to wear a mask and shield. Student's cloth masks were washed nightly by the custodians.

3. De-Cluttering:

At the end of June, all classrooms were decluttered. All carpets, soft and fluffy items were removed from classrooms, library, counselling office and school entrance.

4. Classrooms:

A maximum of 12 students per classroom were established throughout the school, except for one intermediate classroom which had 15 students.

5. Gradual Entry for K to Grade 7:

In order to ensure that our students learned all the COVID-19 health and safety measures, we decided to do a gradual entry program for all students from K4 to Grade 7 from July 27 to August 21, 2020. Elementary classes were divided into two Groups: A & B - A attended Monday and Wednesday and B attended Tuesday and Thursday; High School attended Monday to Thursday; Fridays students were assigned homework and staff attended staff meetings to debrief and make adjustments, clean and prep for the following week. A significant amount of time was spent cleaning every Friday to try to keep our students and staff safe in school.

6. Minimize movement in the school:

Specialist teachers moved from classroom to classroom rather than having the students move. The only exception was the PHE teacher who had her classes in the gym. Also, all meals were brought to the classrooms where students had their breakfast and lunch. To avoid students mingling in the hallways, all lockers were bolted and not available for students to use. Backpacks were ordered for all students so that they could keep all of their books and supplies in the backpacks.

7. Water Fountains:

All water fountains were shut off. Water jugs were set up in each of the classrooms. Water bottles were ordered for all students so that they could refill their bottles throughout the day. The jugs were cleaned nightly.

8. Avoid sharing:

All students had their personal belongings and school supplies clearly labelled and they were discouraged from sharing with one another. Primary teachers developed manipulative bags for each of their students to avoid sharing.

9. Traffic Flows:

Signs and arrow stickers were used to direct traffic throughout the school. Two buses dropped their students on the lower end of the school whereas two buses dropped students in front of the school. To avoid congestion at the entrance, students used three entrances: main entrance, lower left corridor and foyer.

10. Outside Visitors

No outside visitors were allowed in the school when school was in session. As a result, a camera was installed at the main entrance and was connected to the Secretary/Receptionist area who monitored it. All parcels and deliveries were dropped at the main entrance. Meetings with parents and guardians were booked after school.

11. Self-Declaration Forms:

All staff and external essential visitors (i.e., mechanical maintenance) were required to fill out a Self-Declaration Form when they entered the building and wear PPE. The information for visitors was put into a database which could easily be shared with public health, should there be a need for contact tracing.

12. Transportation:

Parents/guardians were asked to transport their children to school, whenever possible. All students from the same family sat together on the bus. Mandatory mask wearing and physical distancing was required on all buses. Bus drivers were required to sanitize the bus after every trip. When possible, some windows were kept open in the buses.

13. School Gatherings:

There were no school wide functions and assemblies.

14. Outdoor education and field trips:

Teachers were encouraged to hold class outside with their students as much as possible, especially when the weather was nice. Parents/guardians were not permitted to go on field trips to try to minimize the spread of COVID-19.

15. Extra-Curricular activities:

These were kept to a minimal and there were no inter-murals during the pandemic.

16. In-depth screening:

All students were screened four times by the time that they went into their classrooms: by parents/guardians, bus driver, principal or administrative assistant when they got off the bus and by their classroom teacher.

17. Custodians:

An additional part-time custodian was hired for during the day from 10am to 3pm. In addition, one of the evening custodians was moved to the day time and his hours were increased so that he could work from 7am to 1pm. The day time custodians were responsible for washing floors; cleaning shared spaces such as the library and staff room; cleaning frequently touched surfaces such as door knobs, light switches, toilet handles, entrances, stair railings, common areas; cleaning up any spills; disinfecting sick areas; cleaning bathrooms at least three times per day; wiping down desks and chairs during the lunch hour; doing the daytime laundry; and any evening duties, as time permits.

18. Communication:

Weekly staff meetings were held and physical distance was required. Majority of communication with parents and guardians was done over the telephone, via text, email or social media. Monthly newsletters were sent home to parents/guardians by email and hard copy. The Stein Valley Nlakapamux School Facebook page was kept up to date.

19. Training:

First Nations Health Authority Nurses provided hand hygiene training and an understanding of what COVID-19 is to all students and staff. The nurses attended the orientation session with the staff at the beginning of the year. They also visited all classrooms over a three-day period and taught proper hand hygiene to all students. The training also included what the virus is, how it is transmitted and how to prevent transmission of the virus.

20. School policies were established to deal with COVID-19 in schools:

1. Hand Hygiene During COVID-19
2. Screening/Daily Health Checks
3. Student Illness and Medical Appointments
4. Cleaning and Disinfecting During COVID-19
5. Management of Illness and COVID-19 Cases in School
6. Physical Distance During COVID-19
7. Respiratory Etiquette
8. Screening During COVID-19
9. Student Breakfast and Lunch During COVID-19
10. Transportation During COVID-19

21. Additional Employee Policies were established:

1. COVID-19 Employee Training and Education
2. Personal Protective Equipment
3. Screening/Daily Health Checks
4. Preventing Exposure to COVID-19 in the workplace
5. COVID-19 Sick Leave
6. Laptop Computers and Ipads for Employees Use
7. Privacy, Health & Safety Practices for Employees Working from Home during COVID-19

C. First School to Reopen for the 2020-21 School Year:

Since our calendar year is 12 months, we returned to school on July 27 for in-class instruction. We were the very first school to reopen for the 2020-21 school year in Canada. Due to the increased anxiety and concerns that parents and teachers had from all across Canada about returning to in-class instruction, we did a media release three weeks after being back in school as we wanted to share our experience with everyone. As a result, CBC The National contacted our school and asked if they could come and visit us as many schools and staff had a tremendous amount of anxiety around returning to school on September 8. They spent the day at our school on September 1 which included filming the students boarding the buses in the morning, students and staff entering the school, classes in session, custodians cleaning and interviews with the school administrator, principal, parent and a board member. This was aired not only in BC but throughout Canada as we were seen as a model school on how to return safely to in-class instruction during a pandemic. In addition, APTN also did a follow up with interview with the School Administrator. She was also interviewed by all CBC Radio stations in BC.

D. Returned to Stage 4:

Although we did not have COVID-19 in our school, we had three positive cases of COVID-19 in the community. As a result of the close contact of our families in our communities, we had several students who were put on self-isolation. The school administrator was notified by the parent on Friday, November 20. This information quickly spread throughout the community over the weekend. By Tuesday, we had 47 students away from school which was almost 50% of our student population. Although the Public Health Office did not request the vast majority of students and families to self-isolate, parents decided to keep their children home because of the fear and anxiety about the spread of the pandemic. Parents/guardians were refusing to send their students back to school until there were comfortable that COVID-19 was not going to show up in the school and that there were no further cases in the community.

As a result, we decided that it was best to return to Stage 4 on November 30 for the last three weeks of school before the Christmas break. We decided to continue with online learning for three weeks after Christmas break in case there were any cases over the holidays. The three weeks would be sufficient time for students and families and staff to isolate before returning to school. However, after careful consideration the staff requested that the elementary students return on January 18 and high school returned on February 1.

E. Student Mandatory Masks:

Our school implemented a “Student Mandatory Mask Policy” for Grades six to 12 on November 22, 2020. They were required to use their masks both inside and outside the school.

F. Staff Vaccination:

Stein Valley Nlakapamux School staff were identified as essential workers and were able to get their first vaccine the week of January 18, 2021. Although it was not a requirement, many staff did get their first vaccine. There were eight staff who chose not to be vaccinated.

Initially the second vaccine was to be administered in February however, it was delayed to May 2021. The Provincial Health Officer made a decision to increase the time between the first and second vaccine up to four months. As a result, staff were able to get their second vaccine the first week of May 2021.

Educational Programs, Enrolment and Outcomes

1. Elementary and High School:

Our school provides a full-day K4 program and K5 to Grade 12. Over the past five years from 2015 to 2020, our elementary/high school enrolment has fluctuated between 74 to 111 students. When SVNS transferred to the 12-month calendar, the school had a dramatic decrease in enrolment of over 30 students. Although some moved out of Lytton, many transferred to the local public schools because they were not supportive of the twelve-month calendar and school. The enrolment for 2020-21 increased from 99 to 109 students which was a 10% increase.

Our classes at Stein Valley Nlakapamux School were very small for the 2020-21 school year so we could safely operate during the pandemic:

GRADE	NUMBER OF STUDENTS	TEACHERS
K4	9	Katrina Sam and Maria Campbell
K5	9	Kyla Blair and Katrina Sam
K5/Grade 1	12	Abby Johnny
Grade 1/2	12	Halyna Smolyarchuk
Grade 2/3	12	Alice Spinks
Grade 4/5	15	Deborah Nohr
Grades 6/7	10	Katherine Vickery and Ariel John
Grade 8/9	10	Shannon Morrow
Grades 9/10	11	Amanda LeBlanc
Grade 11/12	9	Christie Folk
Total	109	

2. Graduates:

Stein Valley Nlakapamux School had three Grade 12 students successfully complete their studies and graduate with a Dogwood Diploma. Unfortunately, the students decided that they wanted to wait to have a full graduation as they were unable to do that due to the pandemic. Since the AECE program started in November, they were scheduled to graduate in December 2021. As a result, the Grade 12 graduates decided that they would have a joint graduation with the AECE program. A huge congratulations to our 3 graduates: Ryker Michell, Lorena Murillo, and Ramon Vargas St. Savard.



3. Adult Diplomas

On May 18, 2018 Stein Valley Nlakapamux School submitted an “Application to Add Grades or Programs to a First Nations School” to the Department of Indigenous Services Canada (DISC) to add the Adult Diploma Program for the 2018-19 school year. The application included a signed BCR from the Lytton First Nation dated on May 5, 2018. Our application included the opportunity to expand by 20 seats every year up to 60 adult students.

As an independent school registered under the Ministry of Education, SVNS can provide the Adult Dogwood which is also known as the BC Adult Graduation Diploma. This program is specifically for adult learners who are 18 years of age and older who want to take courses to complete their high school and get their adult high school diploma.

To graduate with an Adult Dogwood, students must have:

- **A required Language Arts 12 course**
- **A Math 11 or 12 course**
- **At least three additional Grade 12 electives, or a Grade 11 Social Studies course and two additional Grade 12 electives**

Courses and credits can be counted from either or both the public secondary and post-secondary systems. Three of the five courses must have been taken after the student started the adult diploma program. In other words, only two Grade 11/12 courses from high school can transfer over to the adult dogwood program.

Mac (Maitland) Cassia is the Adult Instructor/Coordinator of all of our adult programs. The adult programs are generally housed in the double wide trailers beside the school which was previously the Stein Valley Nlakapamux School Board of Directors board room.

Unfortunately, we only had three students register for the Adult Diploma Program this year. Because they are working full-time, they are taking part-time studies and therefore, have not completed their requirements for the adult dogwood.

4. Post-Secondary Studies:

This year, we had 31 adult students attending post-secondary studies and three students attending the adult diploma program. The following provides an overview of the programs that the students were attending at Stein Valley Nlakapamux School.

Since many of the Stein Valley Nlakapamux School Student Support Workers were not certified Educational Assistants, the School Administrator sought out funding to offer a program in Lytton. Mac Cassia, Adult Education Coordinator reached out to the College of the Rockies since they offered a Human Service Worker Program that would encompass Education Assistants, Early Childhood Education (ECE) and Human Service training. In February 2020, a joint proposal between Stein Valley Nlakapamux School and College of the Rockies to the Ministry of Advanced Education, Skills and Training (MAEST) for funding in the amount of \$230,050 but was unsuccessful. However, MAEST stated that they would consider funding an ECE program as ECE was considered part of the economic recovery program, if we were interested in offering a program.



A. Aboriginal Early Childhood Education (AECE):

One of the programs that was identified in 2018 by SVNS and the community partners was a need to offer an Early Childhood Education (ECE) program. With Nzen'man Child & Family Development Centre expanding its current programming and building a new facility, they would require additional staff. As a result, Edith Loring-Kuhanga reached out to John Chenowith, AVP Academic Community Education and they agreed to submit a joint funding application to the Ministry of Advanced Education, Skills and Training. An initial proposal was submitted in July 2020 and then a final revised proposal was submitted in September 2020.

The Aboriginal Early Childhood Education Certificate is approved by the Ministry of Children and Family Development and the Early Childhood Educator Registry. Successful completion of the program would allow graduates to work with children 0 to 12 years of age as well as supervise children up to a private kindergarten level. Successful AECE Certificate graduates have an option of continuing on to the second year to obtain a diploma.

The proposal for \$215,700 was approved as part of the Economic Recovery Program on November 9, 2020 which included the following:

- i). NVIT for \$179,900 which included instructor's wages, benefits and travel; instructional supplies, textbooks and resources; honourarium for guest speakers; graduation and administration costs.
- ii). SVNS for \$35,800 which included classroom rent, ECE materials and equipment, technology, honorariums for mentors, Elders and Knowledge Keepers.

Nicola Valley Institute of Technology will:

- deliver course content using a variety of modalities
- engage with local Indigenous knowledge keepers to support delivery of culturally relevant curricula
- seek out appropriate practicum sites for students
- market to and support recruitment of students
- provide Essential Skills training, as required, for Indigenous applicants to ensure their success in the program.

Stein Valley Nlakapamux School will:

- provide instructional space and tutorial support for students
- provide wrap around supports for students
- provide technology support for online and video conferencing
- support the College in locating appropriate practicum sites for students
- support student recruitment through engagement with current employees and local community members.

Nzen'man' Child and Family Development Centre and NIha'7kapmx Child & Family Services Society will:

- support the College in locating appropriate practicum sites for students
- support student recruitment through engagement with current employees and local community members.

The admission requirements were:

- Grade 12 Diploma or Mature Status (19 years of age);
- English Studies 12/English 12 First Peoples or ENGL 060 (students could be admitted with English 11 or 050 but would be required to take ENGL 060 as part of their program);
- 40 hours of volunteer and/or work experience with 20 hours being in a licensed group, pre-school or childcare facility and under the supervision of a qualified Early Childhood Educator and the remaining 20 hours being in a private setting (sports camp, babysitting, daycamp, etc.) working with children from the ages of 3-12;
- Medical Reference form for AECE (available from NVIT);
- Immunization Record form for AECE (available from NVIT);
- A professional letter of reference from an individual working in the childcare or education field.
- Obtain a clear Criminal Record Check from the Ministry of Public Safety and Solicitor General.

Aboriginal Early Childhood Education (AECE) Program Schedule for 2020-21:

COURSE #	COURSE TITLE	DATES 2020-2021	INSTRUCTOR
ENGL 110	College Composition	Oct 27-Nov 19	Ryan Reid
PSYC 131	Applied Interpersonal & Career Development Skills	Nov 24-Dec 12	Ryan Reid
AECE 110	Foundations of Early Childhood Education	Jan 5-28	Barb Mclean
AECE 102	Early Years Development	Feb 2-25	Wendy Kenward
AECE 134	Guidance for the Early Years I	Mar 2-25	Barb Mclean
AECE 104	Early Years Development II	Apr 1-27	Wendy Kenward
AECE 136	Observing in the Early Years	May 4-27	Deb Jarvis
AECE 150	Health, Nutrition and Safety	June 1-124	Deb Jarvis
AECE 148	Introductory Practicum 80hrs	TBA	Wendy Kenward
AECE 140	Music & Art in ECE	Sept 7-30	Barb Mclean
AECE 124	Education Programming for the Early Years	Oct 5-28	Deb Jarvis
AECE 145	Children's Literature	Nov 2-30	Wendy Kenward
AECE 125	Curriculum Development in Early Childhood Education	Jan 2022	Wendy Kenward
AECE 149	Clinical Competencies Practicum 320hrs (1 week seminar)	TBA	Wendy Kenward

The program started in October 2020 with 12 students: Jolene James, Cle-Ann Coghlan, Theresa Adams, Zoey Shamley, Jillian Spinks, Joanna Limbo, Vanessa Spinks, Victoria Justice, Cheyenne Campbell, Angela Adams, Alison Brown, and Chyanna Webster. Many of our students work full-time but continued with their studies, despite the demanding schedule and school work demands placed on them. Unfortunately, Angela and Alison have now withdrawn from the program. Chyanna has withdrawn from AECE-140 and may withdraw from the program entirely. Unfortunately, the Lytton Creek fire on June 30, 2020 contributed to cancelling the courses over the summer. There are 13 students expected to complete their program and graduate by April 2022.

B. Indigenous Human Services Program (IHMS):

Although we were able to get the funding to operate the ECE program, we didn't have a program or funding to train our Student Support Workers. We reached out to NVIT to see if they had an Educational Assistant program however, they do not have a program. However, NVIT recommended that we look at offering the Indigenous Human Service Worker (IHMS) Program at SVNS in Lytton since it prepares "students with a career in non-profit agencies, Indigenous communities, and government". Graduates would be able to provide support and assistance to individual, families, and communities coping with economic disadvantage, mental health issues, development, gender, and diversity issues, as well as challenges such addictions, family change and involvement with the justice system". Students who planned on continuing with their education would be able to ladder into the Social Work Degree Program at NVIT.

Edith contacted the Ministry of Advanced Education, Skills and Training and ASETS. Unfortunately, MAEST did not have funding available however, ASETS expressed interest. Hence, in July 2020, she submitted a Direct Purchase application to ASETS for two years of funding to operate the IHMS diploma program. However, because the program and funding request was two years in duration, it took several months of negotiating with ASETS and resubmitting the application several times before they agreed to provide the funding. In addition, several applications had to be submitted since the program would be spread over three fiscal years. Finally, in November 2020, ASETS agreed to proceed with the funding.

The funding approved for 2020-21 was in the amount of \$190,623 for the period of January to July 2021. On June 8, 2021, Edith submitted another application for Year 2 in the amount of \$249,584. Both funding applications included funding to pay NVIT for the course fees and to cover some of SVNS costs such as coordination, classroom rental, equipment, graduation and honourarium for guest speakers.

The Indigenous Human Services Diploma Program aims to provide graduates with:

- a basic understanding of trauma-informed practice
- human service theory and practice within a colonization and decolonization context
- excellent interpersonal communication skills
- a professional manner
- empathy and caring attitude
- an understanding of problems and issues .. of individuals and families in the Indigenous and non Indigenous social environment
- social work principles and ethics
- problem solving abilities
- an ability to work effectively in groups
- a knowledge of social policy from a decolonization perspective
- a combination of academic, experiential and community-based learning that focuses on the theory and practice of delivering basic social service from a decolonization perspective
- skills for self-care.

Entry requirements for the program :

- Grade 12 or equivalent, mature student status
- C+ minimum in English or English 060 or equivalent assessment.
- Two letters of reference

The schedule for Year 1 was pretty demanding, considering that many of the students not only had full-time jobs but also had families:

Indigenous Human Services Program (IHMS)

Year 1 Schedule

COURSE #	COURSE TITLE	DATES 2020-2021	INSTRUCTOR
ENG 101	Foundations for academic writing	Jan 18-Feb10	Ryan Reid
IHMS 110	Fundamentals in Interpersonal Communication	Feb 15-Mar 10	Edith Loring-Kuhanga
ENG 110	College Composition	Mar 15-Apr 10	Texis Walkem
PSYCH 111	Introduction to Psychology I	Apr 19-May 12	Ryan Reid
IHMS 130	Introduction to Human Service Professional Practice	May 17-June 14	Lisa Dewinter
IHMS 120	Introduction to Indigenous Studies & Human Service Practice	June 21-Sept 22	Rona Stirling-Collins
PSYCH 121	Introduction to Psychology II	Sept 27-Oct 25	Ryan Reid
IHMS 140	Introduction to Working with Substance use	Nov 1-30	Juanita Lindley
IHMS 150	Introduction to the Family in Human Service Practice	Nov 29-Dec 18	
IHMS 160	Fieldwork Education Practicum (190 hrs.)	Jan-Mar	

Our IHMS cohort began with a higher enrollment of 19 students: Katrina Sam, Crystal Fujita, Annette Turley, Merika Sam, Nina Belton, Chrystal Hayden, Chrissy Thomas, Francesca Thevarge, Marsha Spinks, Alissia Lytton, Nicole Spinks, Kay Thevarge, Maria Campbell, Julie Brown, Dallas Charlie, Angela Phillips, Lisa Dunstan, Stacy Thom, and Heather Bob.

Due to personal issues and the heavy demands on students trying to work and go to school, six of the students have withdrawn from the program: Julie Brown, Dallas Charlie, Angela Phillips, Lisa Dunstan, Stacy Thom and Heather Bob. There are currently 13 students remaining in the program.

C. University College Entrance Program (UCEP):

In December 2020, Mac Cassia and Edith Loring-Kuhanga submitted a proposal to the BC Post-Secondary Partnerships Program to offer a UCEP program. The intention of the UCEP program was for students who had not graduated and/or wanted to upgrade their high school grades so that they could pursue further post-secondary studies. Although we applied for \$188,708.31, we were only approved for \$159,958. The program was scheduled to commence in August 2021 and up to 16 students would be able to attend the program.

Since the project was to create a joint partnership with a post-secondary institute, SVNS entered into a partnership with NVIT. The two parties signed an Affiliation Agreement.

In addition, Stein Valley Nlakapamux School had to apply for post-secondary status. Hence, Stein Valley Nlakapamux School applied for membership to the Indigenous Adult and Higher Learning Association (IAHLA) which would give SVNS post-secondary status to offer post-secondary programs.

The UCEP program would be an accredited NVIT college readiness program. This would allow status First Nation students to access post-secondary funding from their respective Bands.

NlakapamuxchEEn & Cultural Program and Curriculum Development

As indicated in the Strategic Plan, many of the goals and objectives were on NlakapamuxchEEn and cultural programming.



1. Knowledge Keepers:

We were blessed this year to have three Knowledge Keepers working at our school: Charon Spinks, Judy Hanna and Bev Phillips. Charon Spinks worked two days per week and Bev Phillips worked three days per week teaching NlakapamuxchEEn to students from K4 to Grade 12.

2. Semi-Fluent Speakers:

The two semi-fluent speakers were Karen McArthur who taught from K to Grade 8 in the afternoons, and Katrina Sam was the K4 teacher, which included immersion in the mornings.

3. Programming and Financial Resources:

Since we were able to access funding from the BCLI, First Peoples Cultural Council for the third year, we were able to continue with the Immersion Program for the K4 students. The Knowledge Keeper was primarily Charon Spinks who worked two days per week but Freda Adams has also assisted occasionally in the program. They worked alongside the teacher, Katrina Sam. In addition, Maria Campbell was hired as the full-time Student Support Worker in the program.

Because the Board of Directors expressed an interest in having the K4 graduates continue with NlakapamuxchEEn in Kindergarten, Katrina Sam agreed to work with the kindergarten students and offer immersion three afternoons per week. She worked alongside Kyla Blair, the Kindergarten classroom teacher.

All teachers are required to weave the cultural big Ideas throughout the curriculum. This continues to be a challenge for the teachers so we hosted several Professional Development sessions that provided staff to collaborate more with one another on the big idea projects.

4. Curriculum Development:

Unfortunately, we did not have the staff to continue with the curriculum development in the same way that we have in the previous years.

The following curriculum that has been created for K4 to Grade 8:

- Greetings and Introductions with Assessments
- Progress Report Cards

The following curriculum that has been created for the High School:

- Course Outlines with assessments for Grades 9 - 11 Themes:
Textiles and Storytelling
- The Storytelling included Spider & Coyote, The Abandoned Boy and Greetings/Introductions
- Scope and Sequence Charts
- Course Outlines included Core Competencies, Big Ideas and Learning Standards
- Progress Cards

We recognize that we must continue to build on the NlakapamuxchEEn and culture curriculum that Lillian Gogag and Jack Miller created over the past few years. However, the Language Staff find it difficult to try to learn new curriculum, assessment methods and reporting on student progress while teaching on a daily basis.



5. Pathways to Language Vitality Program (Pathways - previous BCLI Funding):

The SVNS Board of Director’s 5-year Strategic Plan (2015-2020) had a strong focus on implementing more NlakapamuxchEEn in the school. In addition, they wanted immersion offered with our younger students. Hence, we offer a half day immersion program for our K4 students and hire fluent speakers to work alongside the K4 teacher. The funds received have been used to hire a fluent speaker as the Language Specialist in the classroom and assist in developing curriculum. In 2018, Edith applied for funding for one year which was approved. In 2019, she applied for funding for another year which was approved. The funds received in 2018-20 are:

2018-19: \$99,200

2019-20: \$99,420

In 2020, Edith submitted a 3-year application for 2020-23. The funding was approved for 2020-21 in the amount of: \$99,950

Total Amount received: \$289,570

Over the past three years, we have had Charon Spinks, Bev Phillips, Judy Hanna and Freda Adams work as the Language specialists for the program.



6. Language Revitalization Planning Program:

In January 2021, SVNS applied for \$100,000 to develop a 5-Year Strategic Plan to Revitalize our language, Nlaka'pamuxchEEn within our community of Lytton. The following partners were identified to work collaboratively with the project: Stein Valley Nlakapamux School, Lytton First Nation, Nzen'man' Child & Family Services, Nlha'7Kapmx Child & Family Services, Nlaka'pamux Nation Tribal Council and Piye?wi?x kt Language Foundation Society. All organizations provided a representative with the exception of Nlaka'pamux Nation Tribal Council.

The funds would be used to hire a full-time Language Planning Coordinator, provide honorariums for Knowledge Keepers and focus group participants, contract with a graphic designer for the final report and print the report. A laptop and printer would be purchased for the coordinator. Refreshments and meals would be served for the Working Group and Knowledge Keepers starting in October 2021 when we anticipated that most people would have their vaccines.

An office space would be provided for the Language Planning Coordinator in the school. They will be able to utilize all audio visual equipment, camera equipment, photocopies, phone and fax machines in the school.

A large portion of the funds will be to hire a Language Planning Coordinator who will be responsible for implementing the workplan, working closely and cooperatively with the Working Group and community partners, set up

and facilitate the focus group sessions, develop the survey tools, write monthly progress reports to the Working Group, communicate regularly with the Knowledge Keepers and community partners, establish communication with First Peoples' Cultural Council staff, write and revise the Draft Strategic Plan, submit the Interim Report and final report to First Peoples' Cultural Council, work closely with the Graphic Designer to produce the 5-year Strategic Plan. The coordinator will also work closely with the community partners in taking an inventory of the resources that each of them have developed.

By the end of the project, the community will have developed a 5 Year Strategic Plan to revitalize Nlaka'pamuxchEEn along with a multi-year budget and have an inventory of the resources that have been developed. In addition, all community partners and community will have developed a closer working relationship for the benefit of preserving and protecting Nlaka'pamuxchEEn for future generations.



The First Peoples Cultural Council approved \$75,000 for the project. The Working Group first met in April 2021. Job descriptions and job postings were developed however, we didn't receive any applications. Shortly after that, the fire occurred on June 30, 2021. As a result, we have asked the funder if we could postpone this project and they agreed.

7. Fish and Fruit Trade:

Trading and bartering with other Nations is something that First Nation people did for generations until money was introduced. Because the Fraser River had been closed for two years for sockeye and our school didn't have any fish left for our student meal programs, we decided to see if we could trade fruit for sockeye. Hence, we approached the Gitwangak First Nation and asked if they would be interested in trading fruit for sockeye since the Gitxsan Nation was fishing on the Skeena River.

Since there was a working relationship between the Lytton First Nation, Stein Valley Nlakapamux School and the Gitwangak First Nation, Edith Loring-Kuhanga School Administrator approached the Gitwangak Council. Edith was an elected Councillor for the Gitwangak First Nation and Chief Janet Webster mentored Chief Chasity Daniels, Gitwangak First Nation when she was first elected Chief Councillor in May 2017. The Gitwangak First Nation agreed. SVNS traded 200 lbs of blueberries, 200 lbs of apricots, 300 lbs of peaches and 300 lbs of cherries for 225 sockeye.

SVNS hosted our own Fish Camp on August 5 & 6, 2020 and invited Knowledge Keepers to assist us. A special thanks goes to the Knowledge Keepers: Joe Adams, Albert Adams, Mike Sam, Richie Adams, and Bev Phillips who helped clean fish and teach our students how to can sockeye and make stewn. The following stations were set up: 2 canning, stewn and a freezing station. Student Support Workers and Knowledge Keepers supervised each of the stations. Not only did students rotate from station to station, the older students taught the younger students at each of the stations.



The end result was 118 quarts of sockeye salmon were canned, many were vacuum sealed, fish heads and fish eggs were frozen and the Stewn Shack was filled. Our Stein Valley Nlakapamux School students had sockeye salmon throughout the entire year because of the fish and fruit trade. The trade was featured in the Lillooet News on August 19, 2021.

This project was such a huge success that we will be doing another trade in the 2021-22 school year.

Human Resources

This past year, we worked on the following tasks with our Human Resource Department:

1. Recruitment and Retention:

Overall, there was a high retention of staff in our school this year. However, we did hire the following positions in 2020-21 school year:

- One elementary teacher
- One secondary humanities teacher
- One secondary science teacher.

2. Number of Staff:

We had 42 staff members in the 2020-21 school year which consisted of the following:

- 8 Classroom Teachers K4 to Grade 11
- 2 Specialist Teachers (Music and PHE)
- 1.6 Special Education Teachers
- 8 Student Support Workers
(1 trained Special Needs Worker)
- 1 Technology Support Worker
- 1 Part-time Farm and Agriculture Worker
- Part Time Librarian
- 1 Student Family Advocate
- 4 Part Time Custodians
- 4 Bus Drivers/Maintenance
- 2 Full-Time Maintenance
- 1.6 Cooks
- 1 Bookkeeper
- 1 Secretary/Receptionist
- 1 Administrative Assistant
- 1 Principal
- 1 School Administrator
- 1 Gas Attendant
- 1 On-call Bus Driver

Our staff are incredibly dedicated and passionate about their jobs. Living through the pandemic was extremely stressful on all of our staff however, they continued to come to work every single day prepared to work with our students. Their personal sacrifices were seen on a daily basis. We are forever grateful to them for their resilience and commitment to our students and school.



3. Personnel Policies:

New policies and procedures are developed annually, as required. This year, there was a lot of emphasis put on developing health and safety policies and procedures for operating the school during the pandemic. All policies were drafted by the School Administrator which are then reviewed by the Personnel Committee and then adopted by the Board of Directors. The current policies are reviewed annually by the Personnel Committee to ensure that they are kept current.

4. Wage Grid:

Stein Valley Nlakapamux School had developed a 3-year Wage Grid for our Teachers from 2020-23 which is based on School District No.74 - Gold Trail School District's wage grid.

5. Recruitment:

This past year due to COVID-19, we did not attend any in person career fairs. However, we did attend an online fair and did some advertising in the local community press newspapers in the Fraser Valley region.



Other Projects

1. Finances:

A. Departments:

We continued to develop our finance department by establishing departments for each project. The Finance Committee met regularly and provided oversight and recommendations to the Board of Directors. A further 3-year budget for 2021-24 which was adopted by the Board of Directors. Any spending over \$5,000 is taken to the Finance Committee for review and approval. Monthly financial statements are prepared and reviewed by the Finance Committee which are then reviewed by the Board of Directors.

B. COVID-19 Funding:

In 2020-21, we received safe reopening, school restart, safely return to class funding to assist in paying for the extra costs that we would incur from the pandemic. Total amount received was \$192,523 which was \$107,477 less than the extra costs we incurred during the pandemic.

C. Summer Programs:

Todd Morrow, Principal applied for summer program funding from FNEC for the following two programs:

1. Programs to support student learning: Todd applied for \$25,000, which was approved. The funds were used to purchase new iPads, laptops, back packs, and water bottles to support learning. In addition, skateboards were purchased to encourage our students to get outside and get physical exercise during the pandemic.

2. Language and Culture: Todd applied for \$25,000, which was approved. The funds went towards summer field trips which included harvesting sage, trout fishing and the fish camp.



2. Operations and Maintenance:

A. On-going Maintenance:

Besides the on-going general maintenance of the school, there were no big maintenance projects this school year with the exception of the replacing all of the playground chips in the playground. In addition, we replaced plain wood chips to cover the drain area/inside of the bike track at a total cost of \$12,816.50 (excluding GST) prior to the students returning to school in July.

B. ACRS Costs:

We received \$63,911 from ISC based on the ACRS report and have started doing the maintenance items listed on the report. Some of these items included replacing the playground chips, replacing parking lot lighting bollards, constructing cement steps down a grassed slope to the south of the school, replace two damaged exterior light poles, re-finish wood elements of window sunshades around the school and of window sunshades around the school and replacing DHW (domestic hot water) recirculation pump with a stainless steel pump. replacing DHW (domestic hot water) recirculation pump with a stainless steel pump.

3. Capital Projects:

A. Solar Panels:

Riverside Energy Systems was the successful proponent and was contracted to install the solar panels on the school gymnasium roof. The project installed a 70 KW solar photovoltaic (PV) array (approx. 176 panels) onto the SVNS roof. The project would have an annual electricity output of approximately 82,000 kWh and the value of electricity generated will be between \$9,000 and \$10,000 per year.

Although we received the majority of the funding for the solar project in 2019-20 school year, Riverside Energy System did not complete the project until this current school year. The reason for the delays was primarily because of COVID-19.

They installed all of the electrical from July 29 to August 4, 2020. The goal was to install the panels from August 5 to 13, 2020 however, it took longer than that to complete the project. Both of the school Maintenance team and two of the adult students were trained on solar energy and panel installation.

The project provided hands-on learning opportunity for Stein Valley Nlakapamux School students to participate in the construction of the project, and more over the life of the project provide learning opportunities about energy sustainability.



Because of COVID-19, the three days of workshops that were originally planned for the students was reduced to two days of workshops for the primary, intermediate and high school students. The workshops included global climate change, BC Electrical power grid, renewable energy technologies and their grid integration, BC's solar resource and how the grid connected and off-grid solar PV work. The students thoroughly enjoyed the workshop sessions and particularly enjoyed the hands-on activities.



B. New School Bus:

In February 2020, we were approved for funding in the amount of \$114,753 to replace our 70-passenger school bus. When we ordered a new bus, we ordered a 47-passenger bus which was more feasible based on the need. Although the funds were to be expended by June 30, we did not receive the bus until late in October. When we received the bus, there were a number of issues. The company had to come and pick up the bus and take it back to Langley to repair it. This took several months and finally in January 2021, we were able to get it insured and ready to use. On January 20, 2021, Elder Ernie Mitchell came and blessed the bus.

C. Housing:

We are still in desperate need of housing for our staff. Trying to successfully recruit teachers without providing housing for them is very difficult, if not impossible. Our Board of Directors has looked at several properties in the Village of Lytton that came up for sale, but have not found anything suitable. Hence, they directed the staff to examine modular homes which could be placed on the school property. Edith and Anna-Marie Adams, Administrative Assistant received various quotes on 2- and 3-bedroom units which were taken to the School Board for review.

The Board of Directors directed the staff to reach out to the band to get assistance in getting two lots serviced on the school site. Unfortunately, we are still waiting for the Band to assist with preparing the land for modular homes. Not having housing for our teachers puts us in a very difficult position in recruiting and retaining teachers.

4. Agriculture Project:

Stein Valley Nlakapamux School believes in and practices a holistic approach to education, so our education focusses in on the student's social, emotional, and mental well-being. As part of our holistic approach, we created an agricultural program to engage our students.

Our goals for the agricultural program are to:

- Connect students with real life examples of curriculum expectations in the Science, Language Arts, Social Studies, and ADST areas.
- Strengthen student's understanding of their relationship to plants and animals and to give students a greater appreciation for where the food that they eat comes from.
- To provide fresh, organic fruits and vegetables for the breakfast and lunch program.
- To teach students how to be strong, independent, and self-sufficient.



5. Student Meal Program:

Research has shown that students with empty bellies have a difficult time focusing on learning. This is the fourth year that our school has provided a healthy and nutritious hot breakfast and lunch program for our students. The elementary Nlakapamux and culture teacher oversees the meal program and ensures that the nutritional menu includes a lot of the traditional foods, fruits and vegetables that our students have harvested throughout the year.

Local hunters generously donate deer and moose to our school and the Knowledge Keepers teach our students how to cut up and preserve the meat. Our students usually participate in the Nlakapamux Nation Tribal Council Fish camp who donate sockeye to our students to preserve however, this year we traded for sockeye as the Fraser River has been closed to sockeye. Our students and staff plant a garden and fill our greenhouse with vegetables every year.

In addition, we ordered 200 lbs each of blueberries, raspberries, peaches, cherries and tomatoes from local farms which are processed by our students. Our students process additional fruit and vegetables which are donated by local farms. We also participate in the BC School Fruit & Vegetable Nutritional + Milk Program which donates fruit, vegetables and milk products once a month to our school.



The cooks developed a three week rotational menu that changes with every cultural semester. Our students from K4 to Grade 12 are eager to participate in the harvesting and preserving foods knowing that they are going to be enjoying the fruits of their labour throughout the year. The program has helped our students explore a wide variety of foods that they may not have enjoyed previously. Last year, the cooks had to be creative to get students to eat vegetables.

This year, our students requested green salads and raw vegetables to be served with most of their lunches. Our cooks ensure that there are baskets of fruit set out so that students can help themselves to a healthy snack in between meals. As a result of our school meal program, we have seen our student's appetite move from junk food to a healthier and nutritious diet.

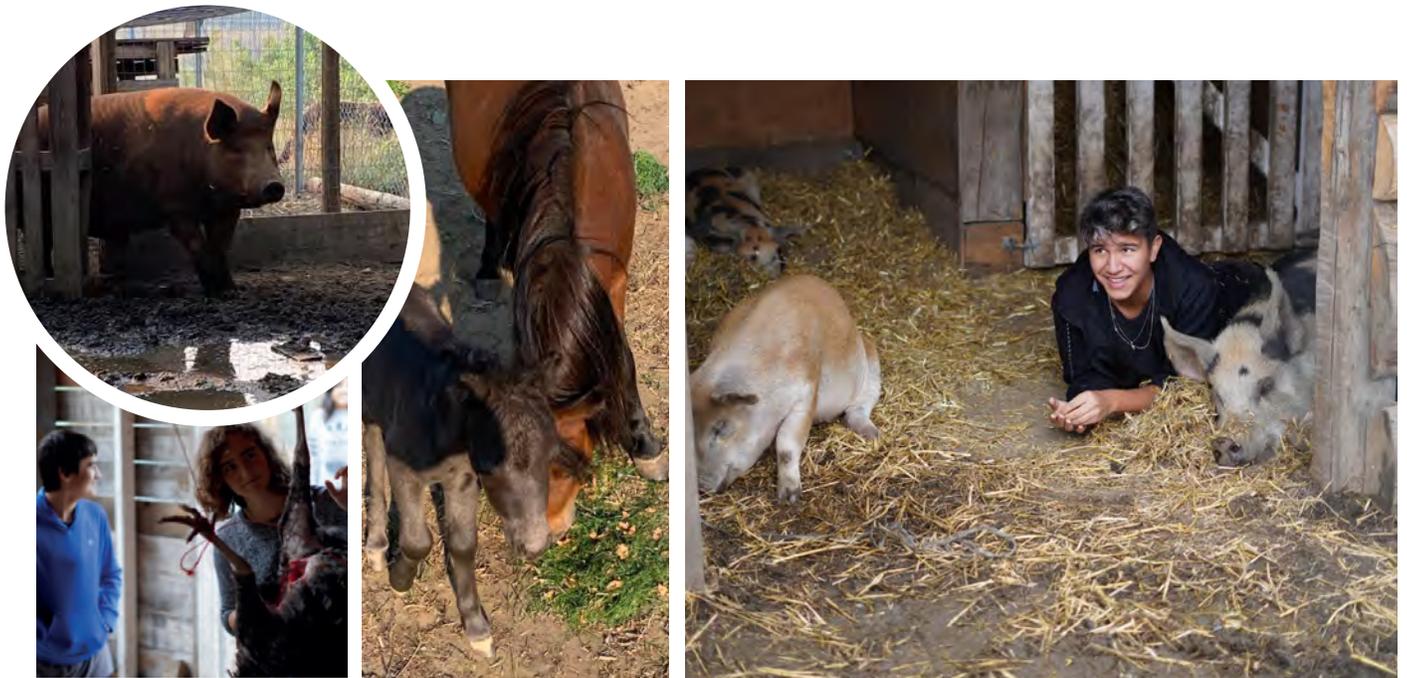
6. Farm Therapy Program:

We also established a Stein Valley Nlakapamux School “Farm Therapy” Program: We had two Ponies (mother and a Colt), three goats, and 10 pigs (mother, father, and eight piglets) in 2020-21 school year. Students have thoroughly enjoyed having the animals as part of their curricular program.

As a result, Todd Morrow applied for an Innovation in Education Grant in the amount of \$40,000 from FNEESC. The project was approved for \$30,000 and we received \$22,500 to date. The purpose of the program was to purchase web cams that would be installed around the farm so that not only students could watch the animals after school hours but so could the community.

We have a lot of interest from community members who live in the surrounding areas who bring their families to visit the animals after school and on weekends. The footage was available online so anyone could access it 24 hours per day

Teachers and students from other schools were encouraged to use our live feed to monitor our animals, gather data, and do research projects based on our innovative project. As a result, the scope of our farm therapy program could reach out beyond our school community.



7. Monitoring Inspection, Independent Branch, Ministry of Education:

Since the 6-year external evaluation occurred in 2019-20 and we complied with all requirements by January 2020, our next monitoring visit is scheduled in 2021-22 school year.

8. Independent Branch, Ministry of Education:

Because of Edith's experience in having successful external evaluations and monitoring visits with the Independent Schools Branch (Ministry of Education), she was asked to review all the evaluations and monitoring documents so that they would be more applicable to First Nation schools.

As a result of the work that she did, the Inspector of Independent Schools asked her to become an inspector for the Independent Schools Branch, Ministry of Education and she agreed. She completed one training session but due to COVID-19, the training was postponed.

CONCLUSION

In conclusion, Stein Valley Nlakapamux School had a very productive and busy year. Our elementary and secondary enrolment continues to expand annually. Implementing NlakapamuxchEEn immersion in our K4 program and expanding the language with our Kindergarten students will help in preserving and enhancing the language. Having our Knowledge Keepers working alongside our staff in passing down NlakapamuxchEEn and culture is helping preserve our language and culture for future generations. Continuing to expand our post-secondary programs is filling the education gap that we have had not only in Lytton but in the surrounding communities.

Although COVID-19 disrupted our overall educational program for all of our students, K4 to adult students, we adapted our educational program to meet the Ministry of Education, the BCCDC and the Ministry of Health's guidelines. Our staff and Board of Directors have continued to ensure that our students, staff and families remain safe and healthy during the pandemic. We are happy to report that due to our staffs' and students' diligence, we have not had one single positive case of COVID-19 in our school.

With the commitment of our staff and Board of Directors to continue despite COVID-19, we were able to provide holistic educational programs that met the emotional, mental, physical and cultural/spiritual needs of all of our students, from K4 to post-secondary. The additional \$949,960 that we received in additional funding through proposal writing, COVID-19 and operations and maintenance funds has helped us provide a world class education for students from K4 to post-secondary that is culturally enriched, academically enhanced and in a safe and healthy environment in a pandemic.



We are committed to ensuring that all of our students receive a holistic educational program that is based on the NlakapamuxchEEn and culture and prepares them to be successful in their lives regardless of the career they chose in life.

The vision and mission that the Board of Directors has established for SVNS keeps us focused now and for the future.

VISION

Our students are proud Nlakapamux, academically successful and self-reliant, today and in the future.

MISSION

We provide a wide variety of holistic educational programs within a Nlakapamux environment that involves the students, staff, knowledge keepers and community.



quequshchAmwuh

STEIN VALLEY NLAKAPAMUX SCHOOL SOCIETY

FINANCIAL STATEMENTS
June 30, 2021

STEIN VALLEY NLAKAPAMUX SCHOOL SOCIETY

INDEX TO THE FINANCIAL STATEMENTS June 30, 2021

	<u>Page</u>
Independent Auditor's Report	1 - 2
Statement of Financial Position	3
Statement of Operations	4
Statement of Cash Flows	5
Notes to the Financial Statements	6 - 9
Schedule of Unrestricted Funds	10

INDEPENDENT AUDITOR'S REPORT

TO THE BOARD OF DIRECTORS OF STEIN VALLEY NLAKEPAMUX SCHOOL SOCIETY

Opinion

We have audited the financial statements of Stein Valley Nlakapamux School Society, which comprise the statement of financial position as at June 30, 2021, and the statement of operations and changes in fund balance, statement of 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 June 30, 2021, and its financial performance and its cash flows for the year then ended in accordance with Canadian accounting standards for not-for-profit organizations.

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 Auditor's 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.

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.

Auditor's 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 auditor's 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.

INDEPENDENT AUDITOR'S REPORT, CONTINUED

- ◆ 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 auditor's 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 auditor's 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.

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 principles used in preparing and presenting the Society's financial statements are in accordance with Canadian accounting standards for not-for-profit organizations and have been applied on a consistent basis.



REID HURST NAGY INC.
CHARTERED PROFESSIONAL ACCOUNTANTS

RICHMOND, B.C.
NOVEMBER 24, 2021

STEIN VALLEY NLAKEPAMUX SCHOOL SOCIETY

STATEMENT OF FINANCIAL POSITION As at June 30, 2021

	2021	2020
	\$	\$
ASSETS		
CURRENT ASSETS		
Cash and cash equivalents	1,961,609	1,712,252
Accounts receivable	57,567	62,000
GST receivable	-	25,840
Inventory (fuel)	4,923	5,082
Prepaid expenses	53,091	8,864
	2,077,190	1,814,038
OTHER ASSETS		
Due from Lytton First Nation (Note 4)	842,092	672,346
Tangible capital assets (Note 5)	866,330	642,483
	3,785,612	3,128,867
LIABILITIES		
CURRENT LIABILITIES		
Accounts payable and accruals	55,595	89,316
Bank loan (Note 6)	-	102,686
Payroll deductions payable	30,919	20,611
Wages and benefits payable	93,102	103,468
	179,616	316,081
FUND BALANCES		
INVESTED IN TANGIBLE CAPITAL ASSETS	866,330	642,482
UNRESTRICTED	2,739,666	2,170,304
	3,605,996	2,812,786
	3,785,612	3,128,867

Approved on behalf of Stein Valley Nlakapamux School
Society:

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

STEIN VALLEY NLA KAPAMUX SCHOOL SOCIETY

STATEMENT OF OPERATIONS AND CHANGES IN FUND BALANCE June 30, 2021

	UNRESTRICTED FUNDS	INVESTED IN TANGIBLE CAPITAL ASSETS	2021	2020
	(Schedule 1)			
	\$	\$	\$	\$
REVENUES				
Contributions	2,512,927	-	2,512,927	1,795,392
First Nations Education Steering Committee	1,071,642	-	1,071,642	473,847
Ministry of Education	215,716	-	215,716	174,755
Fuel Sales	156,761	-	156,761	85,703
First Peoples' Cultural Council Aboriginal Skills and Employment Training Strategy	99,950	-	99,950	99,420
Miscellaneous Income	60,267	-	60,267	-
New Relationship Trust	54,614	-	54,614	81,510
	28,336	-	28,336	113,344
	4,200,213	-	4,200,213	2,823,971
EXPENSES				
Advertising	1,832	-	1,832	4,426
Bus repairs and maintenance	57,086	-	57,086	48,038
Contracted services	248,583	-	248,583	222,181
Core curriculum	430,637	-	430,637	206,981
Depreciation	-	82,203	82,203	67,845
Fuel internal consumption	32,064	-	32,064	24,022
Fuel resale	136,265	-	136,265	73,678
Insurance, licenses and fees	69,681	-	69,681	60,890
Interest and bank charges	5,963	-	5,963	8,225
Office and miscellaneous	117,713	-	117,713	91,783
Professional fees	41,311	-	41,311	17,298
Property taxes	4,670	-	4,670	-
Repairs and maintenance	74,540	-	74,540	74,285
Telephone	18,295	-	18,295	19,390
Travel	16,323	-	16,323	29,140
Utilities	73,707	-	73,707	78,086
Wages and benefits (Note 7)	2,302,181	-	2,302,181	1,842,999
	3,630,851	82,203	3,713,054	2,869,267
EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES	569,362	(82,203)	487,159	(45,296)
Fund balance, beginning of the year	2,170,304	642,482	2,812,786	2,858,082
Tangible capital asset acquisitions	-	306,051	306,051	-
Fund balance, end of the year	2,739,666	866,330	3,605,996	2,812,786

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

STEIN VALLEY NLA KAPAMUX SCHOOL SOCIETY

STATEMENT OF CASH FLOWS For the year ended June 30, 2021

	2021	2020
	\$	\$
CASH FLOWS FROM OPERATING ACTIVITIES		
Excess (deficiency) of revenues over expenditures	487,159	(45,296)
Adjustments for		
Depreciation	82,203	67,845
Tangible capital asset acquisition	306,051	-
	875,413	22,549
Change in non-cash working capital items:		
Accounts receivable	4,433	(22,040)
GST receivable	25,840	(1,380)
Inventory (fuel)	159	(664)
Prepaid expenses	(44,227)	23,631
Accounts payable and accruals	(33,720)	68,905
Payroll deductions payable	10,308	4,834
Wages and benefits payable	(10,366)	63,079
	827,840	158,914
CASH FLOWS FROM INVESTING ACTIVITIES		
Advances from Lytton First Nation	(169,746)	413,352
Acquisition of tangible capital assets	(306,051)	(44,684)
	(475,797)	368,668
CASH FLOWS FROM FINANCING ACTIVITIES		
Principal repayments	(102,686)	(31,608)
NET INCREASE IN CASH	249,357	495,974
CASH, BEGINNING OF THE YEAR	1,712,252	1,216,278
CASH, END OF THE YEAR	1,961,609	1,712,252

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

STEIN VALLEY NLAKEPAMUX SCHOOL SOCIETY

NOTES TO THE FINANCIAL STATEMENTS June 30, 2021

1 PURPOSE OF THE ORGANIZATION

The Stein Valley Nlakapamux School Society was incorporated under the Society Act of British Columbia on September 23, 1997. The primary purpose of the Society is to promote, develop and operate a bi-cultural educational institution serving the Lytton First Nation, as well as members of other First Nations and/or other communities who successfully apply. This institution provides programs in elementary, secondary, and post-secondary courses of study. The Society has been classified as a Group 1 Independent School under the Independent School Act by the Ministry of Education's Independent School Branch. The Society is a registered charitable organization under the Income Tax Act of Canada.

2 BASIS OF PRESENTATION AND SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

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

(a) Revenue Recognition

Stein Valley Nlakapamux School Society follows the restricted method of accounting for contributions. Restricted contributions are recognized as revenue in the year in which the related expenses are incurred. Unrestricted contributions are recognized as revenue when received or receivable if the amount to be received can be reasonably estimated and collection is reasonably assured.

Revenues from the operations of the gas bar are generally recognized at the point of sale with the exception of the related party, Lytton First Nation, which makes purchases on credit and is invoiced on a monthly basis for gas purchases. Sales on account to Lytton First Nation are recognized and recorded on a monthly basis when the invoice to Lytton First Nation is issued.

(b) Fund Accounting

Revenue and expenses related to program delivery and administrative activities are reported in the Unrestricted Fund. The Tangible Capital Assets Fund reports assets, liabilities, revenues and expenses related to tangible capital assets.

(c) Inventory

Fuel inventory is valued at the lower of cost and net realizable value based on the end of the day measurement at the end of the year. No write-down of inventory are recorded during the year.

(d) Tangible Capital Assets and Depreciation

Capital assets are recorded at cost or, in the case of donated assets at their estimated fair market value. Depreciation is provided on a straight line basis at the following annual rates which approximate the useful life of the assets:

Buses and trucks	Straight line 20 years
Computer equipment	Straight line 3 years
Equipment and furniture	Straight line 5 years
Modular classrooms and teacherages	Straight line 20 years
Sheds	Straight line 10 years
Solar panels	Straight line 20 years

No depreciation is taken for assets under construction or not available for use.

(e) **Donated Materials and Services**

Donated materials and services (excluding capital assets) have not been recorded in these financial statements as a reasonable estimate of fair value cannot be readily determined.

(f) **Related parties**

Related party transactions are in the normal course of operations and have been measured at the exchange amount which is the amount of consideration established and agreed to by the related parties.

(g) **Economic Dependence**

The Stein Valley Nlakapamux School Society receives majority portion of its operating revenues from Lytton First Nation and is based on the number of Status children attending the school. Funding is received by Lytton First Nation from Indigenous Services Canada for Band-Operated Schools. It is expected that the agreement will be renewed on an annual basis.

(h) **Measurement Uncertainty**

The preparation of financial statements in conformity with Canadian accounting standards for not-for-profit organizations requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosures of contingent liabilities at the date of the financial statements and the reported amounts of revenue and expenses during the reported period. Actual results could differ from those estimates. Significant estimates present in these financial statements include the collectibility of accounts receivables, useful lives of capital assets and related depreciation, accounts payables and accrued liabilities, and the fair value of inventory.

(i) **Financial instruments**

(i) **Measurement of financial instruments**

The Society initially measures its financial assets and liabilities at fair value, except for certain related party transactions that are measured at the carrying amount or exchange amount, as appropriate.

The Society subsequently measures all its financial assets and financial liabilities at cost or amortized cost, except for investments in equity instruments that are quoted in an active market, which are measured at fair value. Changes in fair value are recognized in the statement of operations.

Financial assets measured at cost include cash and cash equivalents, accounts receivable, employee advances and GST/HST receivable.

Financial liabilities measured at cost include accounts payable and accrued liabilities.

The Society has not designated any financial asset or financial liability to be measured at fair value.

(ii) **Impairment**

Financial assets measured at cost are tested for impairment when there are indicators of impairment. The amount of the write-down is recognized in the statement of operations. The previously recognized impairment loss may be reversed to the extent of the improvement, directly or by adjusting the allowance account, provided it may not be greater than the amount that would have been reported at the date of the reversal had the impairment not been recognized previously. The amount of the reversal, if any, is recognized in the statement of operations.

(iii) **Transaction costs**

The Society's transaction costs related to financial instruments that will be subsequently measured at fair value are recognized in net income in the period incurred. The carrying amount of the financial instruments that will not be subsequently measured at fair value is adjusted for transaction costs directly attributable to the origination, issuance or assumption of these instruments.

STEIN VALLEY NLA KAPAMUX SCHOOL SOCIETY

NOTES TO THE FINANCIAL STATEMENTS June 30, 2021

3 FINANCIAL INSTRUMENTS

Transactions in financial instruments may result in an entity assuming or transferring to another party one or more financial risk. The required disclosures provide information that assists 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 and cash equivalents, accounts receivable, due from related parties and accounts payable and accrued liabilities are believe to equal their carrying amount due to their short term to maturity.

(b) Liquidity Risk

The Society does have liquidity risk in accounts payable and accrued liabilities of \$89,317. Liquidity risk is the risk 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 is low and not material.

(c) Interest Rate Risk

The Society is exposed to interest rate risk. Interest rate risk is the risk that the Society has interest rate exposure on its bank loan, which are variable based on the bank's prime rates. This exposure may have an effect on its operations in future periods. The Society reduces its exposure to interest rate risk by regularly monitoring published bank prime interest rates which have been relatively stable over the period presented. In the opinion of management the interest rate risk exposure to the company low and is not material.

4 DUE FROM LYTTON FIRST NATION

The amount due from Lytton First Nation is non-interest bearing with no specific terms of repayment. The amount represents funding receivable from Lytton First Nation contributions.

5 TANGIBLE CAPITAL ASSETS

	COST	ACCUMULATED DEPRECIATION	2021 NET	2020 NET
	\$	\$	\$	\$
Buses and trucks	588,285	255,594	332,691	259,030
Computer equipment	85,609	52,712	32,897	29,337
Furniture and equipment	242,299	186,121	56,178	38,753
Land	32,552	-	32,552	32,552
Modular classrooms and Teacherages	440,179	159,788	280,391	302,399
Sheds	12,329	9,082	3,247	3,679
Solar Panels	127,495	3,947	123,548	-
Construction in progress	4,826	-	4,826	-
	1,533,574	667,244	866,330	665,750

6 BANK LOAN

	2021	2020
	\$	\$
The Bank of Nova Scotia loan payable on demand at the prime rate, 2.45% per annum at June 30, 2020, term due September 29, 2023	-	102,686

During the year, the balance of the bank loan has been fully repaid.

STEIN VALLEY NLAKEPAMUX SCHOOL SOCIETY

NOTES TO THE FINANCIAL STATEMENTS

June 30, 2021

7 SALARY AND WAGES

In accordance with the Societies Act of British Columbia, during the 2021 fiscal year end the Society paid remuneration totaling \$380,013 (2020: \$444,239) to four key personnel in excess of \$75,000 and \$5,000 to five members of the Board of Directors.

8 COVID-19

On March 11, 2020, the World Health Organization categorized COVID-19 as a pandemic. The potential economic effects within the Society's environment and in the global markets due to the possible disruption in supply chains, and measures being introduced at various levels of government to curtail the spread of the virus (such as travel restrictions, closures of non-essential municipal and private operations, imposition of quarantines and social distancing) could have a material impact on the Society's operations.

The extent of the impact of this outbreak and related containment measures on the Society's operations cannot be reliably estimated at this time.

9 SUBSEQUENT EVENTS

On June 30, 2021, Lytton Fire destroyed Lytton First Nation IR17, 18, & 22 and the Village of Lytton, impacting communities in surrounding areas in which the Society serves. The school survived much of the devastating fire and had served as an evacuation point ensuring the safety of the community. Over the past few months, the school has provided a recovery relief centre, band administration office and meeting space for Chief and Council. Moving forward the Society will continue to play a crucial role in rebuilding Lytton First Nation and the Village of Lytton.

At this time, the cost of damages on some of the Society's capital assets and resulting interruptions of operations cannot be reliably estimated.

STEIN VALLEY NLA KAPAMUX SCHOOL SOCIETY

SCHEDULE OF UNRESTRICTED FUNDS

June 30, 2021

	Operating Fund	Employee Benefits Fund	Special Needs	New Paths	Learning Resources	Aboriginal Student Achievements	Fuel Spill Repair	Total
	\$	\$	\$	\$	\$	\$	\$	\$
REVENUES								
Contributions	2,512,927	-	-	-	-	-	-	2,512,927
First Nations Education Steering Committee	768,393	-	303,249	-	-	-	-	1,071,642
Ministry of Education	215,716	-	-	-	-	-	-	215,716
New Relationship Trust	28,336	-	-	-	-	-	-	28,336
First People's Cultural Funding	99,950	-	-	-	-	-	-	99,950
Fuel Sales	156,761	-	-	-	-	-	-	156,761
Aboriginal Skills and Employment Training Strategy	60,267	-	-	-	-	-	-	60,267
Miscellaneous income	54,614	-	-	-	-	-	-	54,614
	3,896,964	-	303,249	-	-	-	-	4,200,213
EXPENSES								
Advertising	1,832	-	-	-	-	-	-	1,832
Bus repairs and maintenance	57,086	-	-	-	-	-	-	57,086
Contracted services	205,467	-	43,116	-	-	-	-	248,583
Core curriculum	413,471	-	17,166	-	-	-	-	430,637
Fuel resale	136,265	-	-	-	-	-	-	136,265
Fuel internal consumption	32,064	-	-	-	-	-	-	32,064
Insurance, licenses and fees	69,681	-	-	-	-	-	-	69,681
Interest and bank charges	5,963	-	-	-	-	-	-	5,963
Office and miscellaneous	117,713	-	-	-	-	-	-	117,713
Professional fees	41,311	-	-	-	-	-	-	41,311
Property taxes	4,670	-	-	-	-	-	-	4,670
Repairs and maintenance	74,540	-	-	-	-	-	-	74,540
Telephone	18,295	-	-	-	-	-	-	18,295
Travel	16,298	-	25	-	-	-	-	16,323
Utilities	73,707	-	-	-	-	-	-	73,707
Wages and benefits	1,972,086	-	330,095	-	-	-	-	2,302,181
	3,240,449	-	390,402	-	-	-	-	3,630,851
EXCESS (DEFICIENCY) OF REVENUES OVER EXPENSES	656,515	-	(87,153)	-	-	-	-	569,362
Fund balance, beginning of the year	1,815,951	(76,906)	409,631	15,999	2,178	3,451	-	2,170,304
Interfund transfers	267,200	76,906	(322,478)	(15,999)	(2,178)	(3,451)	-	-
Fund balance, end of the year	2,739,666	-	-	-	-	-	-	2,739,666

Stein Valley Nlakapamux School Board

1675 St. Georges Road

Lytton, BC V0K 1Z0

www.svns.ca