



Mamu
Tshishkutamashutau
Innu Education School Board

annual report 2012-13



Celebrating
Achievements
and Growth



Natuashish

Sheshatshiu

LABRADOR





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“ We cannot stress the importance of community engagement and parental involvement in our schools and in our children's education. Parental involvement equals student success! ”

Message From Board Of Trustees

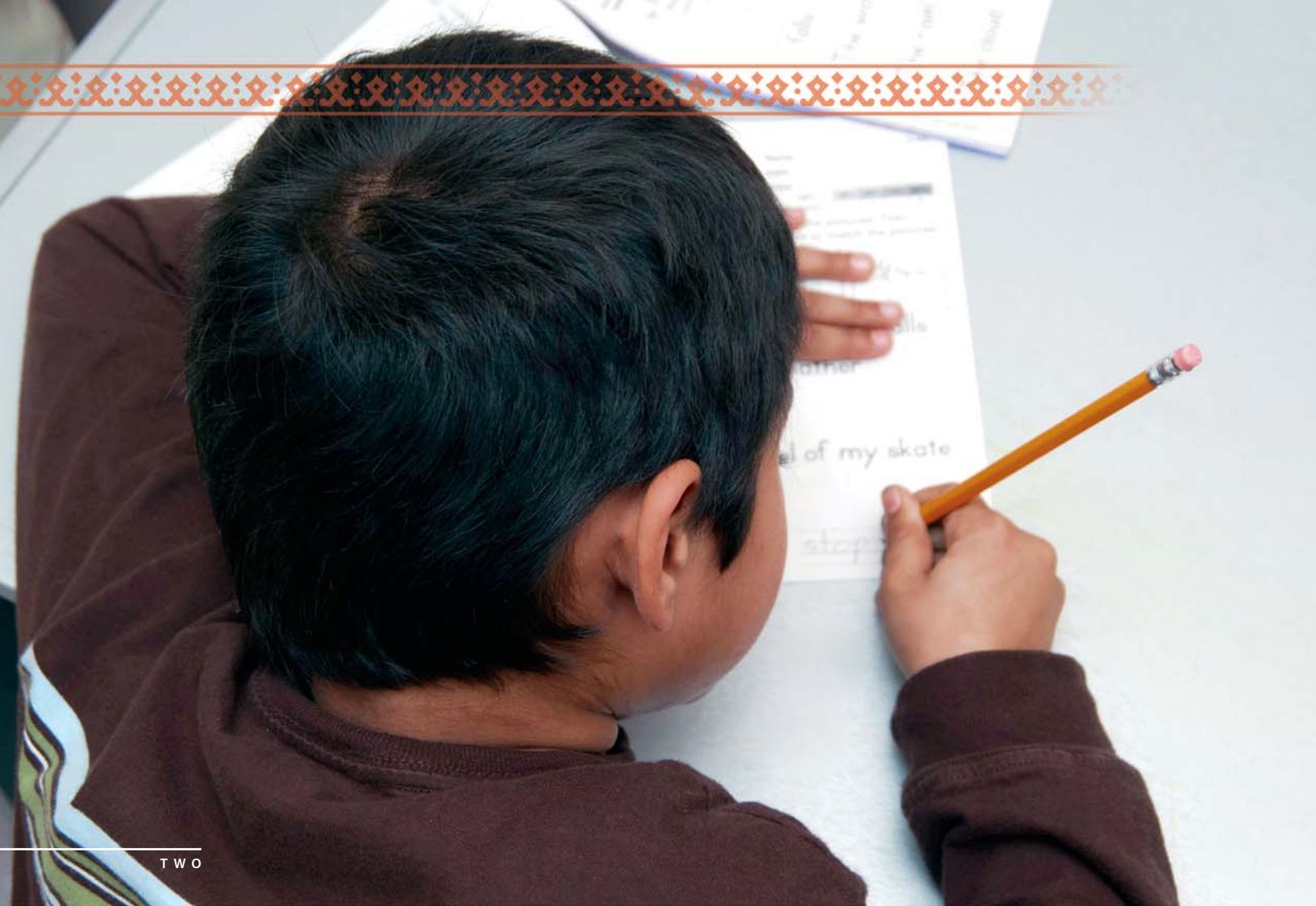
To the Communities of Natuashish and Sheshatshiu:

As Trustees of Mamu Tshishkutamashutau – Innu Education, we respectfully submit our Annual Report. Contained within, you will find information on our two schools, the programs we offer, our successes and achievements, our issues and challenges and a complete copy of our Audited Financial Statements for 2012-2013.

Since 2009 Innu have had control over their K-12 Education System in their communities and we have come a long way in a short period of time. While much of this improvement is to the credit of our dedicated staff at the Mushuau Innu Natuashish School, the Sheshatshiu Innu School and the Board of Education Office; we could not have made these strides without the support of our students' and community. We cannot stress the importance of community engagement and parental involvement in our schools and in our children's education. Parental involvement equals student success!

Beginning in the fall of 2012, the Board engaged in a community consultation project. Led by project consultant, Camille Fouillard, community members were provided the opportunity through one-on-one interviews and call-in radio programs to give their feedback, ideas, criticisms and thoughts on education in their communities. Educators at our schools were also given the opportunity to share their thoughts on education in the Innu communities. The document produced, "Mishishtiani... When I grow up..." will be the cornerstone in development of future School Success Plans and the Board's Strategic Plan. This document produced the following recommendations:

1. School plans must focus on the children and ensure they all attend school
2. Creating a safe and welcoming school climate needs to be a priority focus of school success plans
3. The Innu culture must be recognized as important asset in the school
4. The schools need to further engage parents/guardians and the community in general
5. School plans should focus on keeping good school staff
6. School plans need to include student achievement as a priority
7. The school board and the schools need to work with leaders and the communities to make education a priority



T W O

Message From Board Of Trustees *cont'd*

As you will see in this report, our students have been improving. Each year Grades 3, 6 and 9 participate in the Provincial Assessment Exam which tests English – Language Arts and Mathematics. There has been marked improvement since 2009 in the participation and performance in the Provincial Assessment.

This past year, significant efforts were made to improve the level of Innu Aimun and Innu Aitun programming in our schools. Regularly scheduled Innu Aimun and Innu Aitun instruction and activities took place in the 2012-2013 school year. Students in Sheshatshiu regularly visited tents where Elders would prepare food and the students would fish and play games. Students in Natuashish regularly went on fishing expeditions and also participated in the Outpost Program with a traveling teacher. While great improvements have been made in this area, we the Board of Trustees, realize that more work is needed to ensure our Language and Culture perseveres through this challenging time in our history.

One of the most significant gains in the preservation of our language has finally been completed. The Innu Dictionary Project was very busy during the 2012-2013 year and there are now two dictionaries completed; Innu-English and English-Innu. We hope to make these available during the fall of 2013 and will be having a ceremony to celebrate its completion.

In the devolution of K-12 Education, the Sheshatshiu Innu Band Council transferred responsibility and control of Post Secondary Education Supports for the members of SIFN. We have had an increase in students from four (4) students in 2011-2012 to seventeen (17) in 2012-2013. This exemplifies a significant improvement in the K-12 Education System in our communities. Our High School graduates are wanting to go to Post Secondary Institutions to further their education and we hope that they will return to work in our communities as we grow and move forward with self-government.

We invite our community members, parents, leaders and elders to participate in our schools and in the education of our youth.

Yours in Education,

Bart Jack, Trustee, Co-Chair

Andrew Rich, Trustee, Co-Chair

Mary Jane Nui, Trustee

John Nui, Trustee

Elena Andrew, Trustee

Sonja Piwas, Trustee

Etienne Rich, Trustee

Pauline Rich, Trustee

T H R E E

Ka nakatuapatash katshishkutamatshetshuapa tshe mashinamakuauts

Natuashish mak Sheshatshiu innuats

Kanakatuapatats katshishkutamatshetshuap anite Mamu Tshishkutamashutau - Innu Education tshe ui minitinau nimashinanikanan. U mashinanikan ne uauitenan eshpannitshi enua enishitshi katshishkutamatshetshuapa, nuauitenan eshi-tshishkutamuakanit auassats, nuauitenan an tshekuan menupanits mak an eshpitenitakuats, mak eiapits nuauitenan tshipa tushkatakanu eshk^U mak eiapits tshe minikunau eshpish apatshitakanits shunia tshetshi pimpanitshi katshishkutamatshetshuapa.

Eshpish 2009 eshi uinuau innuats pemipanitatsh eshi-tshishkutamuakanits innu-auassats tshishue tapue tshe mishta-tshi tshitutenan. Mishta-uauitshinuepanits katshishkutimatshets, innu katshishkutimatshets mak kutakats anite kaitusseutshi katshishkutamatshetshuapits. Kie ishi-tutenanapan eshpish kie uinuau katshishkutimuakanits mak Natuashish mak Sheshatshiu innuats ua uapatats tshe tepanitats eshi-tshishkutamuakanitshi auassa. Tshishue eshpitenitakun tshetshi mishue auen nissuats ua nishi-uapatats tshipa nish-tshishkutamuakanua. Mishta-ishpitenitakuannu utaianimunua e tshishkutamashunitshi utauassimuaua.

2012 anita kanakatuapatats katshishkutamatshetshuap itashuepanits tshetshi mamunikanits aianimunnu. Camille Fouillard mak kutakats kaiatusseshits utinakanipanits tshetshi kukuetshitshemuts. Enu eshi-tutats, nateuats tshetshi papeik^U aimuats enua mak anite kanatutakanits apatshitauats tshetshi natu-tshissenitats etenitaminitshi mishue innua. Katshishkutamatshets eiapits kukuetshimakanuats mak uitamuats etenitats tshipa nish-uapatamuats tshishkutamashunnu. Mashinanikan ushitakanipan 'Mishishtinai...When I Grow Up' eukuan ue nuitamakunan tshipa ishi-minupanitanan eshi-tshishkutauakanits auassats.

Eukuan uenua uauapatakanitshi:

1. Katshishkutamatshetshuap tshipa tutam^U tshetshi mushinau tshishkutamashunitshi auassa kie mushinau tshika mamitunenimakanuats auassats ua initinanitshi

2. Nishtam mushinau tshika tiakanuts auassats tshetshi katshiuts kie tshetshi tshishitats anite etapits
3. Innu eshi-inniuts nasht tshipa ishpitenitakanu anite katshishkutamatshetshuapits mak tshipa mishta-nukutakanu e nishitshi katshishkutamatshetshuapa
4. Etatu tshipa tutamuats tshetshi etatu uauitshinuets utaumuats, ukaumuats, tshishennuats, kie kutakats innuats, tshetshi mushinau takushinitshi tshetshi uauapatash eshi-pimipanitakanits
5. Tshipa teshkatakanu tshetshi tats anits menushits katshishkutamatshets
6. Tauts tshetshi aiakanit ne auass kenashiut kie tshetshi shishemakanits tshetshi minu-atusset
7. Kanakatuapatats katshishkutamatshetshuapa pakushenimakanuats tshetshi etatu mitshima uitshi-atussemats innu-utshimaua. Mamu tshipa atushkatamuats tshetshi tauts shtakanits katshishkutamashunats

Tshika uapatenua anite mashinanikanish eshpish shutshishenimushuts auassats. Eshakumipipuna nish^U, ashutash mak peikushteu ka nitapits tutamuats mashinanikana enua Provincial Assessment Exam - akaneshau-aimun, e akaneshaushtakanits mak atshitashuna. Eshpish anita 2009 tshishue ushpanuts auassats eshi-tshissenitats.

Anutsh ka-pipunua, tutakanipan tshetshi etatu tshishkutamashunanits innu-aianimun mak innu-atusseunnu. Tutakanipan tshetshi mushinau tshishkutamuakanits innu-aianimunnu mak eshi-inniuts innuats. Anite ma Sheshatshish auassats mupishtueuats tshishennua mak tshishkutamuakanuats eshi-piminuanits anite nutshuapits. Anite Natuashish auassats natshi-kusseuats mak kushpuats katshishkutamatshet tshimeu. Eshpish tutakanits ue nukuan tshetshi shushenimutumau eshpish tshishkutamuakanits auassats eshi-inniut innu.

Tapue minuenitakuan e nukuats ua nakatuenitamau tshi taianimuanu eku ushitakanipan mashinanikan mamu shtakanua mishue innu-aimun. Nish^U mashinanikea ushitakanipani, innu-kakeshamun mak kakeshamun -innu. Tshika ueuepanua 2013. Ishpitenitan tshetshi minuenitakanits eshpish tushkatakanits.

Anits ka-tshishitautshi auassats ute Natuashish mak Sheshatshish, pakushenitamuats tshetshi etatu tshishkutamashuts. Eku Sheshatshiu-utshimauats pishtenimupanits uinuau nakanuenitamupanits enu. Peteshenumupanits tshetshi Innu Education nakatuenitaminitshi.

Eku au ishpanipanits etatishits auassats e tshishkutamashuts. Neu tatishipanats eku anutsh u peikunnu ashu nishuashutash tatishuats e tshishkutamashuts. Tshitshue tapue mishta-ishapanu uapamakanuats auassats ua tshitutanushuts ua etatu tshishkutamashuts. Tshipa ishinakuan tshetshi uauitshinuets ute tshitassinats tshi puni-tshishkutamashutaue.

Eku nishi-ashamaiats mishue etatits innu tshetshi mupits anite katshishkutamatshuapits. Tshe petutek^U.

Ninan

Penitenimi Jack - utshimau

Antanes Rich - utshimau

Mani-San Nui

Tshan Nui

Ekena Andrew

Kutshesh Piwas

Etien Rich

Paunin Rich

Tshimashinaimakuat pitau-utshimauat ute mamu tshishkutamashutau

kassinu innuat ute Sheshatshit kie Natuashish

Ninan kanakatuatishiht innu katshishkutamatshuapinu tshui uapatinitinan ne mashinaikan ka uauitakanit shuniaue eshi-meshtinakanit. Mamu katshishkutamatshuapa ute Sheshatshit kie Natuashish uauitakanu kassinu tshakuan ka tutakanit katshikutamatshuapit kie eshi-tshishkutamuakanit auassat kie tan eshi-katshiuht auassat mak tshakuan ka kanieuiht.

Ne mishta-atshitashun 2009 pipun eshpish tshitipanitimashut innuat katshishkutamatshuapinu tapue katak^U tshututenan. Kassinu auenitshenat uauitshiaushuat miam mate katshishkutamatshet ute mushuau innu natuashish katshishkutamatshuapit kie ute sheshatshiu innu katshishkutamatshuapit, mak anitshenat ka atusseht mashinaikanitshuapit muk^U anitshenat auassat ka tshishkutamashuht eukuanat tshitshue mishta-atussepaniht kie iat e uauitshimit innuat utenanit. Nimishta-minutenenan kie shuka nui uitenan eshpish mishta-eshpitenitakuak uakaumauat kie utaumauat uauitshieushitau. mamu atusseiaaku tshika minupanuak katshishkutamuakanishat !

Anite ushkat pipun 2012 katshitauakanit nikuetshimatan ne akaneshashkueu, Camille Fouillard, tshetshi uapamat kie aimiat katshishkutamuakanishiniti, kie innua ute tshutenaminat. Aimiepan kie anit kanatutakanit minepan innua tshetshi aiminiti kie tshetshi uauitak innuat tan etenitak katshishkutamatshuapa anite utenamauat. Ne mashinaikannu itashteu "Mishishtiani" katshishtat Camille eukuan ne tshe apitshitakanit anite nikan tshetshi minupanitaiait katshishkutamatshuapa. Eukuannu umenua ka uitakanue tshe ui ishi-kutshipanitaiait tshetshi minupanitaiait katshishkutamatshuapa:

Mate:

1. Kassinu auassat tshetshi tshitapamakanit kie tshetshi nutim tshishkutimashut.
2. Tshetshi minuatakanit kie tshetshi eka kushtatshit auen tekushaniti ute katshishkutamatshuapit.

3. Innu-aitun kie innu katshikutamatunanut tshetshi_ishpitenitakanit kie tshetshi tshitapakanit katshishkutamatsheutshuapit.
4. Tshetshi etatu kutshipanitat kaitusset kie katshishkutamatshet tshetshi uishamat uikanishimau.
5. Tshetshi etatu atushkatikat tshetshi tat minekash e minu-tshishkutamatsheht anitshenat katshishkutimatsheht.
6. Tshetshi etatu minu-nishtuapamakananit auassat katshi kaniuitau tshekuannu kie tshiashtatau.
7. Ne utshimauat anite katshishkutamatsheutshuapit tshetshi etatu uitshiatussemaht utshimaua ute tshutenaminat.

Tshika uapatenau uta mashinaikanit auassat eshpish nikan tshitshipaninit. Auassat anitshenat ka itapiht nisht^U, kutuasht, mak peikushteu nanitam eshakum-pipuna nanatu-tshissenitakanu umashinaikanuau tshetshi ma minupanikuenit. Eshpish ne pipun 2009 auassat mishta-minushtenua umashinaikannuau.

Ne aishu-pipun nimishta-kutshipanitan tshetshi takuak etatu innu-aitun mak tshetshi tshishkutamuakananit auassat innu-aimunnu. Auassat mupishtuepanat tshishennu anite patshuianitshuapit kie ashamepanat tshishennu kie natshikussepanit auassat mak metuepanat mamu. Auassat anite natuashish kushpitiakanipanat nutshimit kie peik^U katshikutamatshet tshitutepan. Nitshissenitenan etatu tshika ui mishau anite katshishkutamatsheutshuapit ne innu-aitun kie innu-aimun tshetshi eka unitat auassat.

Shash ne peik^U innu-mashinaikan ka mishta-atushkatet tshishtakanu. eukuan ume mashinaikan tshika mishta-uitshikut innuat tshetshi eka unitakanit innu-aimun. Numat mishta-atushkatepan tshetshi tshitakanit ek^U anutshish takuan innu-aimun mashinaikan kie ne akaneshau mashinaikan tshetshi uitshikut auenitshenat ua innu aimiht. Tshika mamuenitunanu tshetshi unuepanitakanikau miam takuatshiniti 2013.

Nenu katshishkutamatsheutshuapinu ka utinak innuat nete 2009 innu-utshimauat ute sheshatshit iat minepanit mamu tshishkutamashutau pitau-utshimau tshetshi pimipanitaniti auassat ka tshishkutamashuht tshetshi uitshiakananit ua mishta-tshishkutamashuht anite katak^U. Eshpish tshi uitinikanit katshishkutamatsheutshuap shash kutunnu-ashu-nishuass tshishtat katshishkutamuakanishapanit. Ekuan ume

uiapatamak^U e minupanipinit katshishkutamatsheutshuap. Aiat mitshetu auass uatshitutet katak^U tshetshi etatu mishta-tshishkutamashut kie niminuenitenan usham nipakushenimananit tshetshi mishta-tshishkutamashut kie kau tshetshi tshiuht utenamauat tshetshi uaitshiat uitshinuau.

Kassinu auen, ukaumauat, utaumauat, tshishennuat kie utshimamauat nuishamananit tshetshi uauitshishut tshetshi minu-tshishkutamashut innu-auassat ute tshutenaminanit.

Ninan pitau-utshimauauats niakatuatahk innu-katshishkutamatsheutshuapa,

Panitenimi Jack

Antane Rich

Mani-San Nui

Tshan Nui

Elena Andrew

Sonja Piwas

Etien Rich

Pauline Rich

Message From The Directors

Parents, Elders, Leaders and Community Members:

It is with great pleasure that we release our Annual Report for the 2012-2013 School Year. This past year has seen many projects and successes, which are highlighted throughout this document. There has been tremendous growth within the Schools of Natuashish and Sheshatshiu and at our board office since 2009.

The greatest success in the past school year was our schools' graduation numbers. The Mushuau Innu Natuashish School graduated twenty-one (21) Kindergarten students and six (6) Grade twelve (12) students. The Sheshatshiu Innu School graduated forty-one (41) Kindergarten students and eight (8) Grade 12 students. The increase in graduation rates is a trend that we hope will continue as Innu students attend school more regularly and thus achieve higher success rates.

We believe that this increase in student success is attributed to the dedicated school staffs we employ, the professional development opportunities provided to them and the increased attention to student outcomes and success. The Board has provided opportunities for professional development directly linked to:

- New provincial curriculum initiatives through the Labrador School Board
- Innu Aimun programming in K-6 through the Tshakapesh Institute
- Classroom Assistant training for Innu CAs
- Program enhancement initiatives
- Reading intervention and remediation initiatives
- Professional Learning Communities (PLC)

In November 2012, the schools had a two-day professional development conference in Sheshatshiu where a variety of important instructional and program enhancement initiatives took place. This professional development opportunity was well received by all school employees and will occur again in November 2013.

A significant amount of the work of the Board Office is dedicated to staffing the schools of Natuashish and Sheshatshiu with professional, eager and qualified

professionals. In 2012-2013, the Mushuau Innu Natuashish school had ten (10) new teachers hired and the Sheshatshiu Innu School had four (4) new teachers hired. Teacher retention has seen improvements since 2009 each and every year. It is important that we attempt to retain good staff in order to provide continuity in education of our Innu students.

In 2012-2013, the Board ended the financial year with a \$124,336 surplus, bring the accumulated deficit up from the previous year to \$ (797,520). This achievement was in large part attributed to the funding enhancements provided by the Mushuau and Sheshatshiu Innu Trusts. It is a well-known fact that Aboriginal and Northern Development Canada (AANDC) is under-funding K-12 and Post Secondary education for Aboriginals across the country. Mamu Tshishkutamashutau is no exception to this. The Innu Trusts provided \$ 946,482 in funding of education programs, including the School operating grants in 2012-2013. Without this support, the significant gains in Innu education would not have been made. Our financial statements are included in this Annual Report.

Thank you,

Kanani Davis, Director of Education – Sheshatshiu

Ruby Tshakapesh, Director of Education – Natuashish

Calvin Patey, Director of Administration & Professional Services

Steve Power, Assistant Director of Education – Finance and Administration

Lou Byrne, Assistant Director of Education – Programs

Aaron Butt, Assistant Director of Education – Human Resources



Mushuau Innu Natuashish School

Overview

- Enrolment: 292
- Overall Attendance %: 68.78%
- Annual Budget: \$ 3.9 million
- Total Staff: 48
- Age of Facilities: 10 years

ADMINISTRATIVE STAFF

- Dave Jackman, Principal
- Adam Berube, ½ Time Vice Principal
- Derrick Fewer, ½ Time Vice Principal
- Penash Rich, Innu Vice Principal
- Evelyn Rich, Secretary

STAFF/EMPLOYEES

- 28 Certified Teaching Staff (including administrators)
- 14 Classroom Assistants
- FNSSP Coordinator
- Crafts Teacher
- Home – School Liaison
- Secretary
- Facilities Manager
- Bus Driver

STUDENT SERVICES

- Resource
- Guidance
- Breakfast Program
- Special Needs Student Transportation

EXTRA CURRICULAR

- Floor Hockey
- Volleyball
- Theater Arts
- Guitar Club
- Student Council
- Reading Club
- Sports Meet Teams
- Recycling Team

TWELVE



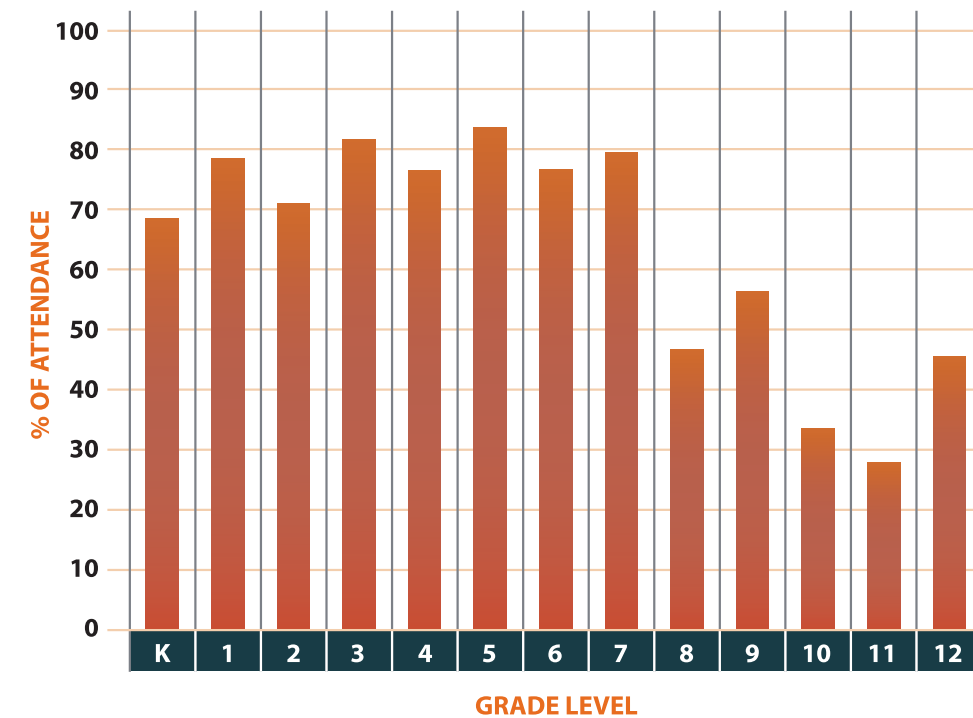
Kindergarten Graduates

Josiah Andrew	Brooke Pokue	Abraham Toma
Stevenlee Nochasak	Wilson Rich	Cody Johnson Jack
Nigelish Rich	Mathias Dicker	Logan Rich
Charles Joseph Andrew Michel	Kelly Rich	Nehemiah Toma
John David Penashue	Winnie Rich	Eddy Mistenapeo
Sundance Rich	Kayla Finney	Marcella Rich
Mista-shipu Benuen	Kobe Rich	Leah Tshakapesh

High School Graduates

Louisa Andrew	David Nui	Sharon Pasteen
Fredericka Benuen	Manan Nui	Atika Tshakapesh

Attendance



THIRTEEN



Challenges

- Student attendance remains the school's biggest challenge. Attending school is vital to student success and graduation.
- Teacher retention remains an issue in Natuashish with 10 new teachers on staff in 2012-2013.
- Solvent abuse by some students has caused concerns in the community and at school.
- Bullying among a small number of students has been an issue the school deals with consistently.
- School funding amounts, needed in order to increase the number of Innu Classroom Assistants.
- Due to absence of specialist services, such as speech-language and educational psychology, addressing individual special needs remains a challenge.



SIGNIFICANT Achievements

- Many new staff attended a cultural outing with a local community member.
- Students achieved higher marks on provincial CRT's than in previous years.
- Student attendance showed a gradual increase in the 2012-2013 school year.
- Grade 6 students had a successful trip to Toronto and this has now been designated as a yearly event for all Grade 6 students.
- The Northern Sports Meet team attended Fall and Winter events.
- The Mushuau Innu Natuashish School Drama Club attended the Labrador Creative Arts Festival in Goose Bay to perform their play





Overview

- Enrolment: 416
- Overall Attendance %: 61.79%
- Annual Budget: \$ 4.4 million
- Total Staff: 56
- Age of Facilities: 4 years

ADMINISTRATIVE STAFF

- Clarence Davis, Principal
- Alan MacDonald, Vice Principal
- Eugene Hart, Innu Vice Principal
- Elaine (Ginger) Pone, Secretary
- Paula Jack, Administrative Assistant

STAFF/EMPLOYEES

- 33 Certified Teaching Staff (including administrators)
- 11 Classroom Assistants
- FNSSP Coordinator
- Crafts Teacher
- Home – School Liaison
- Secretary
- Administrative Assistant
- Facilities Manager
- 3 Janitors
- 3 Bus Drivers

STUDENT SERVICES

- Resource
- Guidance
- Snack Program
- Student Transportation

EXTRA CURRICULAR

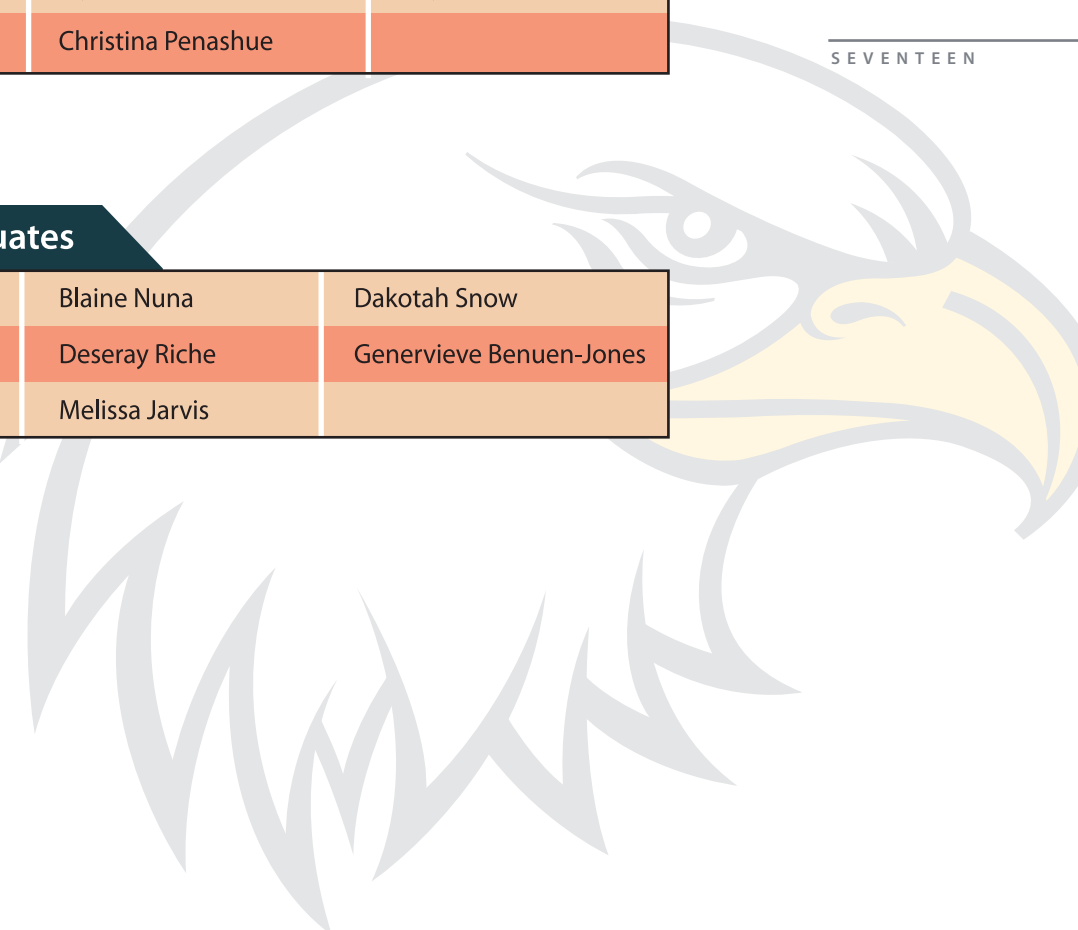
- Photo Club
- Skipping Club
- Scholastic Book Club
- Spirit Committee
- Ball hockey
- Volleyball
- Table Tennis
- Sports Meet Teams
- Art Club
- Roots of Empathy
- Family Literacy Day
- Family Math Day
- Grad Committee

Kindergarten Graduates

Makayla Antuan	Cora Playfair	Willian Gregoire
Nathan Pokue	Matthew Ben Michel	Nasha Pone
Maxine Nui	Ava Spearing	Crisma Penashue
Mirus Asta	Tshenu Pokue	Farrah Gregoire-Rich
Amy Pokue-Carriere	Rhianna Nuke	Benton Rich
Ashton Nuna	Adam Andrew	Mackyle Penunsi
Cecily Gregoire	Jillian Pokue-Carriere	Danielle Malleck
Adam Pone	Joseph Nuna	Mandy Rich
Tristen Nuna	Nishapet Andrew	Zachery Penunsi
Reiko Hurley	Gilbert Pone	Daniel Mark
Calvin Rich	Kenny Nuna	Tyler Selma
Uniam Pinette	Shauntay Gerri Andrew	Asia Piwas
Dylan Meadus	Mya-Dream Pone	Rhyanna Michel
Ocean Rossignol	Christina Penashue	

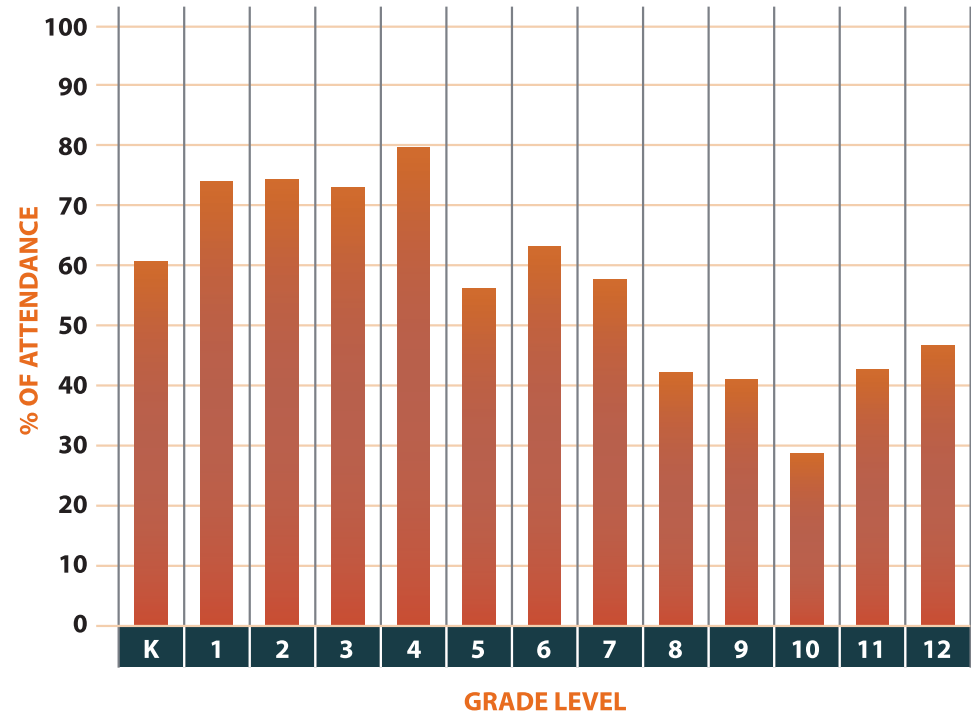
High School Graduates

Phillip Nuna	Blaine Nuna	Dakotah Snow
Laralee Gregoire	Deseray Riche	Genervieve Benuen-Jones
Mary Ashini	Melissa Jarvis	





Attendance



Achievements

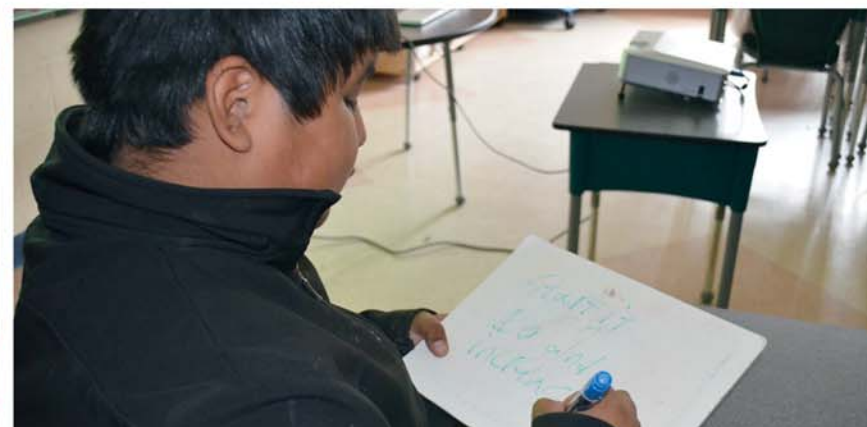
- Organized a cultural day for staff members with elders at Wilbourne Bay in August 2012.
- In October 2012, students attended a career fair at The College of the North Atlantic in Goose Bay.
- In November 2012, all grades participated in cultural outings.
- Grade 12 students attended Voisey's Bay in January 2013, a great opportunity for possible career guidance.
- Northern Sports Meets in the fall and winter were a huge success; Most Sportsmanlike Team at Fall sports meet & Most Sportsmanlike Team at Winter sports meet, 2nd place ball hockey, 3rd place soccer, 2nd place Labrathon, & several individual medals.
- Boys Volleyball team won the zone playoff and attended regional tournament in Churchill Falls.
- Table Tennis team hosted & placed 2nd at regional table tennis tournament in February 2013.
- Hosted male & female ball hockey regional tournaments; placed 1st in both & attended provincial tournaments in Newfoundland.
- The male ball hockey team placed 2nd at the provincial tournament.





Challenges

- Attendance continues to be the schools biggest challenge. Attending school is vital to student success and graduation.
- Teaching language and culture in a school setting is a challenge, especially without a defined program.
- School storage remains a prominent issue. Without adequate storage it is difficult to safeguard equipment and it often results in occupational and safety hazards.
- Due to absence of specialist services, such as speech-language and educational psychology, addressing individual special needs remains a challenge.



Programs

Innu Aimun and Innu Aitun

Innu Aimun and Innu Aitun continue to be priorities of improvement for the Board. Significant gains have been made in developing these programs and ensuring they continue from school year to school year.

As written in the consultation report "Mishishtiani... When I grow up...", the Innu culture must be recognized as an important asset in the school rather than a challenge. Innu culture and language has a place in all school instruction and is a key component in the future success of our schools and our students.

In 2012-2013, targeted funds were provided to the schools for Innu Aimun and Innu Aitun activities:

- Sheshatshiu Innu School – \$101,550
- Mushuau Innu Natuashish School – \$82,161

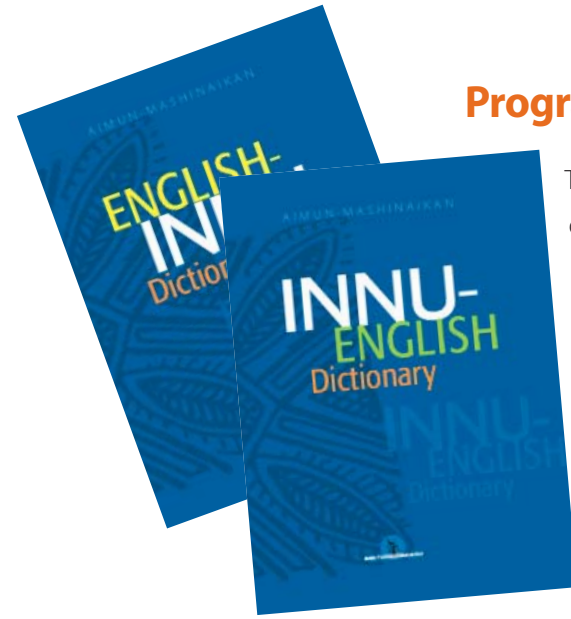
These funds were utilized for:

- The ongoing development of Innu material at the schools.
- The organization and purchasing of supplies for ongoing cultural activities at the school.
- The development of a K-6 Innu Aimun Program Guide and Workbook.

Salaries, wages and benefits for Classroom Assistant and Innu Teaching Staff are part of a regular school funding allocation and are not included as part of the above programs.

The Kindergarten to Grade 6 Innu Aimun Program Guide and Workbook was developed from a framework compiled by the Institut Tshakapesh in Uashat, Quebec. With the aid of their staff, Dr. Marguerite MacKenzie and the Innu Curriculum Staff in each school, the Guide and Workbook were completed in 2012-2013. The training of staff and implementation of the program is set to occur in the Fall of 2013.





Programs *cont'd*

The most significant achievement in 2012-2013 was the completion of the Innu-English and English-Innu dictionaries. For the past eight years, Dr. Marguerite MacKenzie has organized the development of the dictionary contents with the help of others as part of the Innu Language Project (ILP) at Memorial University. Community members have had a significant impact on the development of this project, which presents many dialects including that of the Mushuau and Sheshatshiu Innu. Since the inception of the Board in 2009, we have been very supportive of this project, and have solicited funds from many sources to bring this project to completion. The dictionaries will be available for purchase online in the Fall 2013 and there is a planned launch of the dictionary.

First Nation Student Success Program (FNSSP)

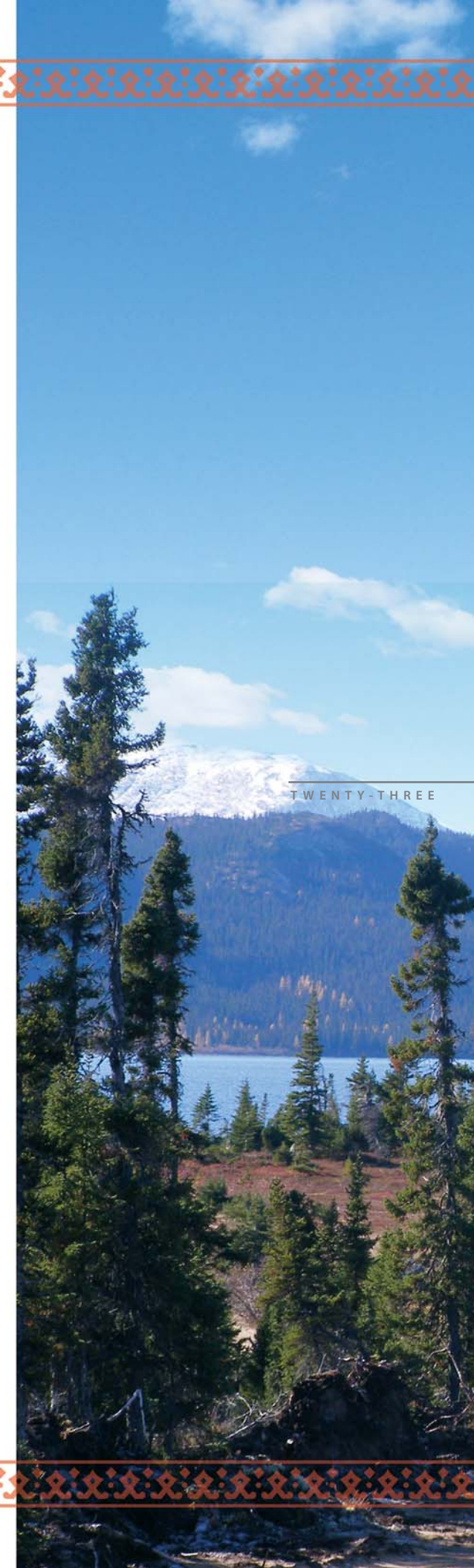
The First Nation Student Success Program (FNSSP) is a federally funded initiative that is a result of the Auditor General's report on First Nation Education. The report indicated that FN Education was underfunded and that priority areas needed to be put in place to keep FN students in school and succeeding in literacy and numeracy.

In the 2012-2013 School Year, the Board completed its third year under the program and started its fourth. To obtain the overall objectives of FNSSP (increasing literacy, numeracy and student retention) the Board's FNSSP Program focuses on the following goals:

1. To create a sense of mission in Innu schools.
2. To effectively monitor school and student progress.
3. To continue to develop and implement a challenging and appropriate instruction.
4. To access resources for teaching and learning.
5. To maintain a set of high expectations.
6. To ensure a safe and supportive environment.
7. To maintain home, school and community relations.
8. To provide strong instructional leadership.
9. To engage in participatory management and shared governance.
10. To provide a sense of cultural relevance in curriculum and everyday school life

FNSSP focuses attention to the areas of school success planning, student learning assessment and student retention and attendance. This past year, the program allowed the Board to deliver quality professional development to all staff and structure programs and measurement for student success. Activities included:

- The introduction of Professional Learning Communities (PLC) to all staff.
- Implementation of the PLC program, which involves providing professional staff time to focus on student outcomes and success.
- Training for school and board staff in the use of Student Data Management Systems used in our schools.
- A two-day professional development opportunity for all staff in both schools where professional staff received training and workshops in specific areas identified as it relates to their position in the school.
- The completion of the book bag project, where each student received a book bag filled with books for home use.
- Participation in the Provincial Assessment in Grades 3, 6, and 9.
- Implementation and completion of a community wide consultation in Sheshatshiu and Natuashish that produced a comprehensive document titled, "Mishishtiani... When I grow up...".
- Purchase of new computers for each school with the mandate of being used as math centers in each classroom.
- Hosted the Atlantic Region FNSSP Conference that included attendees from all the Atlantic FN Education Authorities and AANDC representatives.
- Meeting with Mi'kmaq Maliseet Institute to initiate Teacher Training Program with Classroom Assistant Staff.
- Completion of Innu-English Language Assessments developed by Dr. Lori Morris.



Programs *cont'd*

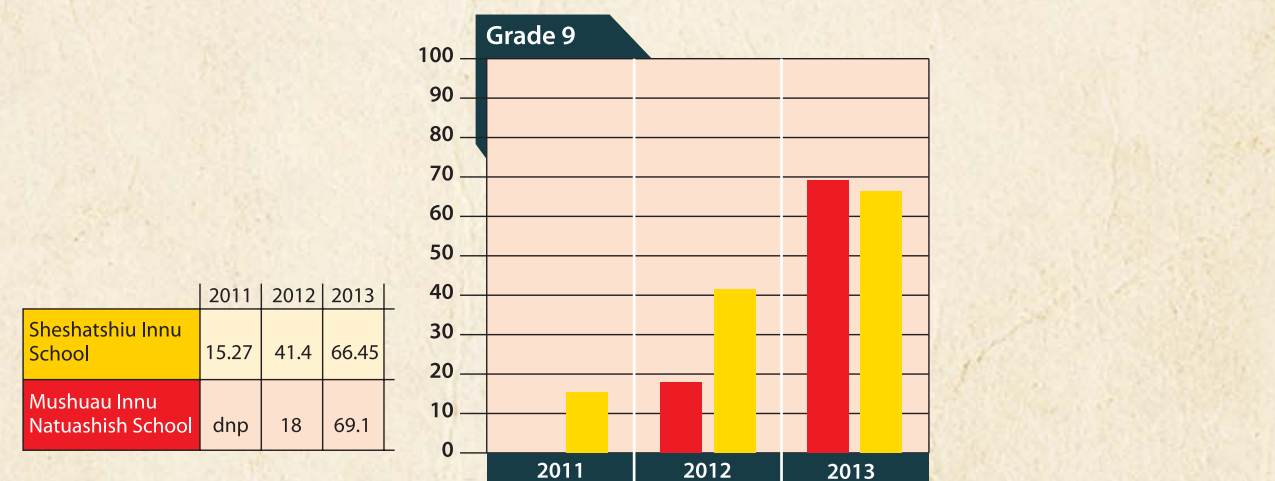
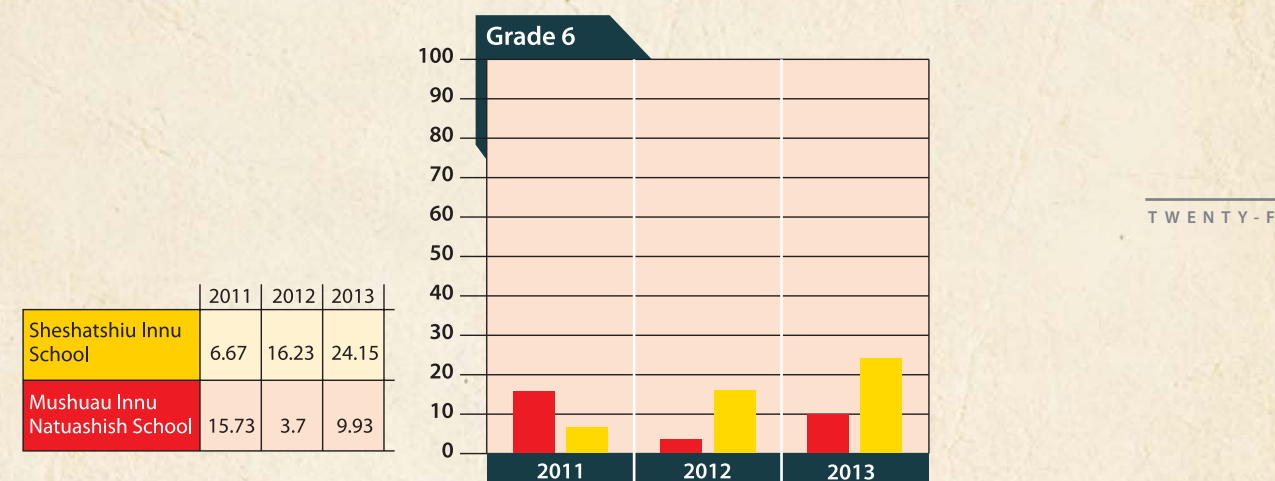
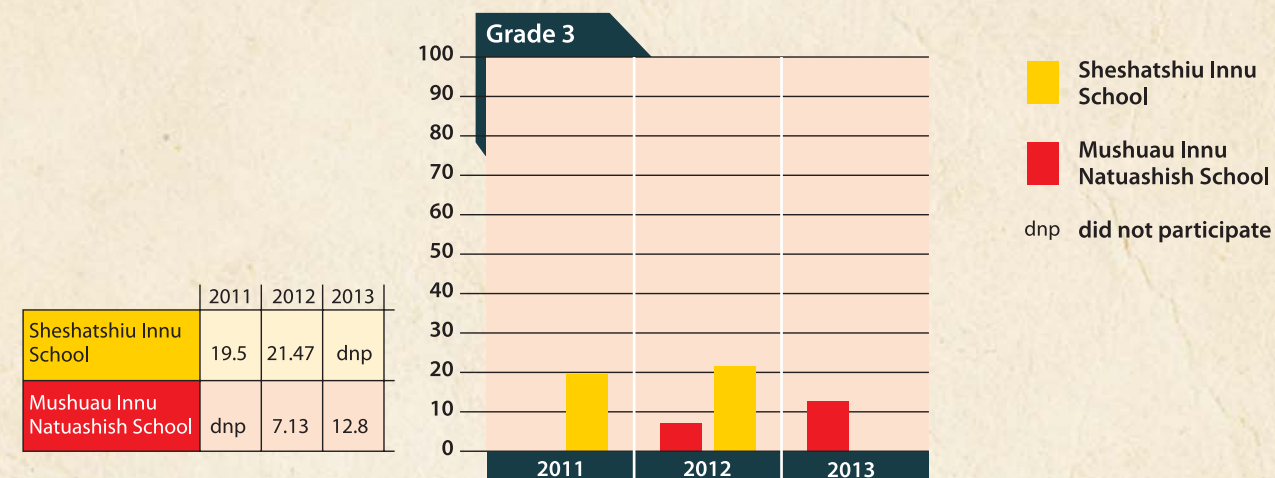
FNSSP generated many achievements and successes in our schools. With this additional funding the Board was able to plan and organize many enhancement programs, which have led to school improvements. The following were identified as key achievements and successes:

- Training and initiation of Professional Learning Communities and Intervention initiatives; promotion of a professional dialogue and collaboration amongst teaching staff with a focus on student learning, outcomes and achievements.
- Improved preparation for teaching staff in the delivery of new and current programs and student assessments.
- Growing database of assessment information that allows our schools and its teacher to tailor our programming to individual students.
- Growing knowledge base and skill set of student assessment as a critical component of teaching and learning.
- Increased internal capacity to utilize the data management system and all its features.
- Increased attention to monitoring student attendance effectively allowing for more accurate reporting.
- Improved and increase student record keeping of assessment results.
- Greater understanding of needs of students based on the data gathered from the Innu-English Language Assessments.

FNSSP also brought attention to the challenges faced by the Board and its schools, all with the lesson learned that effective change takes time. Challenges identified included:

- Teaching retention; maintaining an appropriate level of internal knowledge and skills.
- The growing concern of funding gaps in K-12 First Nation Education and Special Education.
- The “buy-in” and participation of all staff to utilize new practices; student data management system, assessment tools, professional learning communities and interventions.

Provincial Assessment Percentage (%) at or above grade level



Programs *cont'd*

Special Education Program (SEP)

The Special Education Program [SEP] provided by Aboriginal Affairs and Northern Development Canada [AANDC] is divided into two categories: direct service delivery and indirect service delivery. Direct services are classroom or school based. Indirect services include more broadly based programs and services.

Direct Services include the following:

- Elder services [Counseling activities for families of special needs students];
- Arrangement for and completion of student assessments;
- The development and monitoring of individual education plans;
- Salary for teachers and classroom para-professionals;
- Professional services such as education psychologists, speech and language therapists, resource and learning assistance staff, and counselors;
- Acquisition of assessment and instructional materials and assistive technologies;
- Tuition, accommodation and transportation costs for students;
- The provision of education and training for parent, family and community members involved with special needs children;
- Teacher and classroom para-professional training specifically for delivery of a student[s] program; and
- The collection, maintenance and reporting of data and information in accordance with program and financial reporting requirements.

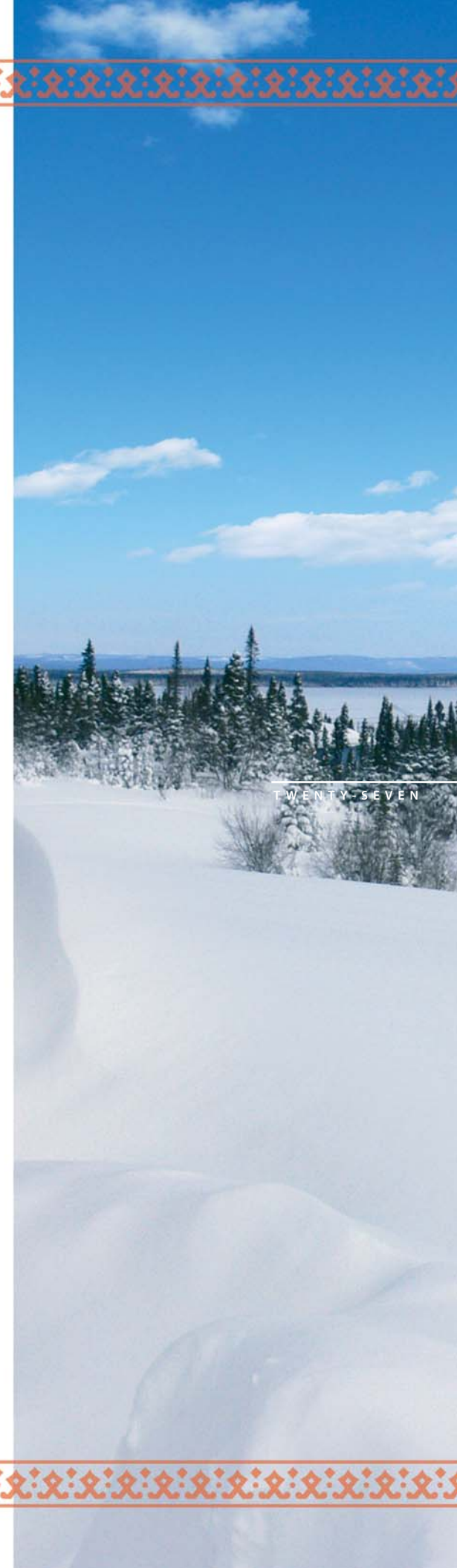
TWENTY-SIX



Indirect Services include the following:

- Support to First Nations and federal schools with the design and implementation of special education programs and services;
- Professional development and other instructional support including information dissemination and self-teaching materials training for teachers, para-professionals and parents;
- Research and development and/or adaptation of special education approaches and programs, instructional materials and appropriate equipment for First Nations students;
- The acquisition of professional and consultative services such as education psychologists, speech and language therapists, resource and learning assistance staff and counselors;
- Support for the coordination of special education programming with other community programs, social and health services such as Early Childhood Development, HeadStart. Child care, immunization programs and Fetal Alcohol Spectrum Disorder [FASD] programming. This may involve developing formal interagency procedures and protocols;
- Collaboration with provincial education authorities including maintaining agreements for on-reserve students attending provincial or specialized schools, and ensuring timely payment and reporting;
- The provision of information and training for parents, family and community members involved with special needs children, including community awareness programs; and
- The collection, maintenance and reporting of data and information in accordance with program and financial reporting requirements.

TWENTY-SEVEN



Programs *cont'd*

The funds allocated to the Board for the 2012-2013 School Year totaled \$120,000. This allocation is completely inadequate for meeting the needs of our Special Education students. In the Special Education Student Needs Assessment submitted to AANDC there was a total of 131 students identified as needing special services; 89 students in Sheshatshiu and 42 students in Natuashish. These figures are most likely lower than the actual need as our current school staffs are not equipped with the personnel to determine needs of Special Education students. For example, as you can see in the table below, there are no students identified in Natuashish for Speech Language or Education Psychologist Services as the personnel to identify these services are not available.

Our response has been to assign fiscal resources above what has been allocated in order to meet some of the needs that have been identified. These include the provision of guidance services, resource teachers and program resources. The expenditures incurred by MT-IE amount to approximately \$500,000, and in spite of this investment many services cannot be provided. Our proposal to AANDC for the 2012-2013 amounted to \$1.2 million and was based on the following special education student needs assessment figures:

Student Need	Sheshatshiu	Natuashish	Total
Professional Assessment	23	39	62
Speech Language Services	45	-	45
Educational Psychologist Services	31	-	31
Occupational Therapist	9	1	10
Counseling / Social Work Services	12	-	12
Special Education Teacher	89	42	131
Teacher Aide	8	4	12
Vision Impaired	-	1	1
Hearing Impaired	1	-	1

A dialogue with AANDC personnel regarding this allocation was initiated and maintained. We were able to learn that there presently is no funding allocation formula for Special Education funds and this matter remains problematic for us while student needs are not being met. No additional funds have been forthcoming as a result of this dialogue.



Following a discussion with AANDC personnel, a decision was made by them to make a 'business case' to Headquarters for additional Special Education funding. Kanani Davis, Director of Education – Sheshatshiu, was named to this committee. To date there has been only one meeting and little has happened to address this situation. Our position would be that all Special Education funding in the Atlantic Region should be allocated on an allocation formula basis such that all education authorities can receive an equitable allocation of fiscal resources.

As a result of this limited source of funding for Special Education services, MT-IE has had to apply on a regular basis to the Sheshatshiu and Mushuau Innu Trust for funds to support vision and hearing impaired students.

Special Education programming is a critical area of need. A significant amount of diagnostic and assessment work remains to be completed and this information will likely result in additional student clients needing specialized services.

Programs *cont'd*

Education Partnerships Program (EPP)

The Education Partnerships Program is a federally funded program for First Nation Education Authorities to enter into negotiations with their respective Provincial Departments of Education. The scope of the partnership is mandated to cover one or more of the following four topics:

1. Developing First Nation (FN) – provincial arrangements or strategies to improve programs and services for FN students attending provincial schools
2. Mutual sharing of expertise and provision of services
3. Improving coordination between First Nation and provincial schools to help ensure smooth student transition
4. Creating better linkages between elementary and secondary education on reserve and early childhood programs

Through consultation with schools, staff and community, the direction of negotiation of a Memorandum of Understanding (MOU) was to pursue the *Mutual sharing of expertise and provision of services*. Specifically, the Board would pursue the expertise of the Newfoundland and Labrador Department of Education (DOENL) as it relates to pedagogy and curriculum. The goal, after the signing of the MOU would be to engage community members, curriculum experts, language and Innu history experts in the development of Innu Curriculum. The following were projects identified for development:

- Innu Studies High School Course
- Innu Aimun 7-9 Program
- Innu Aimun Language Credit Courses in High School
- Innu Social Studies resource books to compliment the Provincial Social Studies program in Grades 7 & 9 (Grade 8 has already been developed)

Currently, negotiations of the MOU have been halted as the Province of Newfoundland and Labrador does not wish to enter into any formal agreement with the Board as it relates to the mutual sharing of services. Without a signed MOU, the Board does not have any access to federal funds for the development of its Innu Curriculum initiatives.

Finance

2012-2013 was a positive financial year. Specific attention was brought to many aspects of budgeting and expense patterns in an effort to streamline these activities and control the accumulated deficit. The most significant improvement was that of Innu investment in K-12 and Post Secondary Education. The funding provided by the Mushuau and Sheshatshiu Innu Trusts corrected what many First Nations deal with, which is inadequate funding from AANDC.

In a comprehensive review of the current funding model from AANDC, the Board has identified three key areas where we feel there is no consideration from the federal government in funding our schools:

- Special Education Program
- Administration (Board Operations)
- Language and Culture

For example, through a Special Education Needs Assessment the Board identified that in order to meet all identified needs of students requiring special services, the federal government would need to fund approximately \$1.2 million. Currently, the Board receives \$120,000 from AANDC for Special Education.

The Mushuau and Sheshatshiu Innu Trusts were supportive in 2012-2013, which allowed the Board to close the funding gaps in the areas identified above. There is still, however, continued investment needed in order to create consistent success and achievement in our schools.

Each year, the Board goes through an annual financial audit. Our auditors in 2012-2013 were Walters Hoffe. Our annually audited financial statements are disclosed in the remaining pages.



“ We invite our community members, parents, leaders and elders to participate in our schools and in the education of our youth. ”



MAMU TSHISHKUTAMASHUTAU / INNU EDUCATION INC.

Independent Auditors' Report

Financial Statements - March 31, 2013 and 2012

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Independent Auditors' Report

To the Board of Trustees of Mamu Tshishkutamashutau / Innu Education Inc.

Report on the Financial Statements

We have audited the accompanying financial statements of **Mamu Tshishkutamashutau / Innu Education Inc.** which comprise the statement of financial position as at March 31, 2013, March 31, 2012 and July 1, 2011 and the statements of Board accumulated surplus, operations, changes in net financial assets (debt) and cash flows for the year ended March 31, 2013 and for the nine months ended March 31, 2012 and a summary of significant accounting policies and other explanatory information.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with Canadian public sector accounting board standards for not-for-profit organizations, 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.

Auditors' Responsibility

Our responsibility is to express an opinion on these financial statements based on our audit. We conducted our audit in accordance with Canadian auditing standards. Those standards require that we comply with ethical requirements and plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

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

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

Opinion

In our opinion, the financial statements present fairly, in all material respects, the financial position of **Mamu Tshishkutamashutau / Innu Education Inc.** as at March 31, 2013, March 31, 2012 and July 1, 2011 and its financial performance and its cash flows for the year then ended March 31, 2013 and the nine months then ended March 31, 2012 in accordance with Canadian public sector accounting board standards for not-for-profit organizations.

Chartered Accountants

Gander, Newfoundland

September 20, 2013

Statement of Financial Position

March 31, 2013, March 31, 2012 and July 1, 2011

	2013	Nine Months 2012	Opening July 1 2011
Financial Assets			
Cash	\$ 1,200	10,568	337,669
Receivables (Note 3)	725,740	766,046	900,985
Total assets	726,940	776,614	1,238,654
Liabilities			
Bank current accounts overdrafts	55,046	564,816	-
Operating line of credit (Note 5)	-	150,000	-
Payables and accruals (Note 6)	1,583,082	1,458,009	1,114,870
Contingent liability (Note 7)	31,617	-	-
Deferred revenue	147,201	-	-
Obligations under capital lease (Note 8)	-	11,609	25,601
	1,816,946	2,184,434	1,140,471
Net Financial Assets (Debt)	(1,090,006)	(1,407,820)	98,183
Non-Financial Assets			
Capital assets (Note 4)	579,897	753,236	711,257
Prepaid expenses	117,724	137,863	-
	697,621	891,099	711,257
Accumulated Surplus (Deficit)	\$ (392,385)	(516,721)	809,440

See accompanying notes

Statement of Board Accumulated Surplus (Deficit)

Periods ended March 31, 2013 and 2012

	2013	Nine Months 2012
Contributed surplus:		
Balance, beginning of year	\$ 405,135	405,135
Equipment contributions received during the year	-	-
Balance, end of year	405,135	405,135
Board surplus (deficit):		
Balance, beginning of year:		
As previously reported	(905,964)	404,305
Correction of prior year accounting errors (Note 10)	(15,892)	24,902
As restated	(921,856)	429,207
Current year surplus (deficit)	124,336	(1,351,063)
Balance, end of year	(797,520)	(921,856)
Total Board Accumulated Surplus (Deficit)	\$ (392,385)	(516,721)

See accompanying notes

Statement of Operations

Periods ended March 31, 2013 and 2012

	2013		Nine Months 2012
	Budget (Note 14)	Actual	Actual
Revenues:			
Elementary/secondary instructional services:			
Aboriginal Affairs and Northern Development Canada	\$ 6,495,387	6,463,827	4,479,508
Innu Trust (Note 11)	602,293	602,293	-
Financial assistance allowances	25,421	25,421	13,860
Guidance and counseling	133,852	133,852	81,461
Advice and assistance, Provincial schools	1,228	1,228	800
Student transportation	204,143	204,143	129,143
Operation and maintenance	1,346,690	1,346,690	364,894
Post-secondary education supports:			
Aboriginal Affairs and Northern Development Canada	58,625	58,625	46,900
Innu Trust (Note 11)	160,036	160,036	-
Sheshatshiu Innu First Nation (Note 11)	-	100,000	-
Special education funding:			
Aboriginal Affairs and Northern Development Canada	120,000	120,000	120,000
Innu Trust (Note 11)	180,715	184,153	-
First Nation Student Success program	1,026,362	1,026,362	978,727
New Paths for Education	160,642	160,642	63,151
Parental and Community Engagement	20,460	20,460	20,461
Education Partnerships program	135,150	135,150	-
Innu Trust Fund - other	-	-	(415)
Other (Schedule 6)	40,400	104,745	86,841
Total revenue	10,711,404	10,847,627	6,385,331
Expenditures:			
Board and administration (Schedule 1)	1,068,184	1,013,847	793,216
Instructional (Schedule 2)	6,106,736	6,024,726	4,233,255
Guidance and counseling (Schedule 3)	80,880	52,327	56,934
Post-secondary education supports (Schedule 3)	158,625	318,661	90,433
Special education program (Schedule 3)	329,141	286,883	180,535
First Nation Student Success program (Schedule 3)	1,062,562	1,012,025	846,731
New Paths for Education (Schedule 3)	97,242	163,251	63,682
Education Partnerships program (Schedule 3)	135,150	135,150	-
Parental and Community Engagement (Schedule 3)	20,460	20,460	20,237
Operations and maintenance (Schedule 4)	1,298,610	1,318,268	1,174,986
Student transportation (Schedule 5)	299,212	291,594	201,088
Other (Schedule 6)	-	86,099	75,297
Total expenditures	10,656,802	10,723,291	7,736,394
Surplus (Deficit)	\$ 54,602	124,336	(1,351,063)

See accompanying notes

Statement of Changes in Net Financial Assets (Debt)

Periods ended March 31, 2013 and 2012

	2013	Nine Months 2012
Year ended March 31, 2013		
Net Debt - beginning of year	\$ (1,407,820)	98,183
Surplus (Deficit)	124,336	(1,351,063)
Correction of prior year accounting error	-	24,902
	124,336	(1,326,161)
Changes in capital assets:		
Acquisition of capital assets	(103,381)	(249,245)
Amortization of capital assets	276,720	207,266
Decrease (Increase) in net book value of capital assets	173,339	(41,979)
Changes in non-financial assets:		
Decrease (increase) in prepaid expenses	20,139	(137,863)
Decrease (Increase) in debt	317,814	(1,506,003)
Net Debt - end of year	\$ (1,090,006)	(1,407,820)

See accompanying notes

Statement of Cash Flows

Periods ended March 31, 2013 and 2012

	2013	Nine Months 2012
Operations:		
Surplus (deficit)	\$ 124,336	(1,351,063)
Amortization	276,720	207,266
	401,056	(1,143,797)
Changes in:		
Receivables	40,306	159,840
Prepaid expenses	20,139	(137,863)
Payables and accruals	125,073	343,140
Contingent liability	31,617	-
Deferred revenue	147,201	-
	364,336	365,117
Net cash provided from operations	765,392	(778,680)
Investing:		
Additions to capital assets	(103,381)	(249,245)
Financing:		
Repayment of capital lease obligation	(11,609)	(13,992)
Net increase (decrease) in cash	650,402	(1,041,917)
Cash, net of bank indebtedness:		
Beginning	(704,248)	337,669
Ending	\$ (53,846)	(704,248)
Cash consists of:		
Cash on hand	\$ 1,200	10,568
Bank current account overdrafts	(55,046)	(564,816)
Operating line of credit	-	(150,000)
	\$ (53,846)	(704,248)

See accompanying notes

Board and Administration Expenditures

Periods ended March 31, 2013 and 2012

	2013	Nine Months 2012
	Budget	Actual
	(Note 14)	Actual
Board office staff costs:		
Salaries and wages	\$ 307,006	242,156
Employee benefits	38,996	32,529
WHSCC costs	10,260	8,434
	407,331	356,262
Board costs:		
Honoraria	216,000	220,500
Travel	100,000	84,214
Director of Administration contract	40,000	24,628
Travel:		
Teacher	23,000	31,745
Director	17,000	21,438
Assistant director	13,000	6,752
Community director - Sheshatshiu	10,000	12,142
Community director - Natuashish	10,000	4,741
Staff - Sheshatshiu	5,500	6,450
Staff - Natuashish	-	-
Curriculum development and staffing costs:		
Annual teacher recruitment	24,000	23,192
Teacher orientation	4,000	4,522
Professional development	3,000	2,927
Curriculum development and support	47,403	-
Administrative expenses:		
Repairs and maintenance	-	33,850
Office supplies	15,000	20,263
Support services	14,000	15,601
Professional fees	30,000	31,456
Office rental	63,600	41,610
Telecommunications	17,350	18,245
Bank charges and interest	-	10,347
Amortization	8,000	11,878
Interest on capital leases	-	392
Provision for bad debts	-	7,256
HST claims adjustment	-	23,436
	\$ 1,068,184	1,013,847
		793,216

See accompanying notes

Instructional Expenditures

Periods ended March 31, 2013 and 2012

	2013				Nine Months 2012
	Budget (Note 14)	Sheshatshiu	Natuashish	Actual	Actual
Regular teaching staff costs:					
Salaries and wages	\$ 2,273,813	1,821,147	4,094,960	2,734,947	
Employee benefits	352,323	263,842	616,165	455,703	
WHSCC costs	70,315	54,025	124,340	100,698	
	4,868,140	2,696,451	2,139,014	4,835,465	3,291,348
Substitute teaching staff costs:					
Salaries and wages	65,539	9,788	75,327	77,316	
Employee benefits	3,846	479	4,325	5,932	
WHSCC costs	2,011	339	2,350	2,465	
	93,000	71,396	10,606	82,002	85,713
Classroom assistant costs:					
Salaries and wages	321,622	353,283	674,905	464,439	
Employee benefits	47,749	41,524	89,273	57,959	
WHSCC costs	10,258	10,940	21,198	18,067	
	850,896	379,629	405,747	785,376	540,465
Instructional materials	95,000	28,350	43,081	71,431	40,846
Cultural activities and programs	-	-	-	-	5,736
Nutrition program:					
Salaries and wages	-	-	13,852	13,852	13,377
Employee benefits	-	-	1,004	1,004	2,376
WHSCC costs	-	-	385	385	470
	-	-	15,241	15,241	16,223
Nutrition supplies	\$ 35,000	14,614	29,822	44,436	57,649
School office supplies	6,000	3,249	4,383	7,632	8,672
Student activities	40,000	23,414	27,161	50,575	73,723
Photocopying	8,000	3,484	1,131	4,615	5,248
Amortization	110,700	50,236	77,717	127,953	107,632
	\$ 6,106,736	3,270,823	2,753,903	6,024,726	4,233,255

See accompanying notes

Other Program Expenditures

Periods ended March 31, 2013 and 2012

	2013				Nine Months 2012
	Budget (Note 14)	Sheshatshiu	Natuashish	Actual	Actual
Guidance and Counselling					
Home/school liaison costs:					
Salaries and wages	\$ 37,807	6,470	44,277	49,543	
Employee benefits	6,006	603	6,609	5,746	
WHSCC costs	1,189	252	1,441	1,645	
	\$ 80,880	45,002	7,325	52,327	56,934

Post-Secondary Education Supports - Sheshatshiu

	2013			Nine Months 2012
	Budget (Note 14)	Actual	Actual	
Rent	\$ 45,000	73,517	21,298	
Tuition and books	35,000	79,911	32,559	
Living allowances	28,800	88,890	18,400	
Travel	48,625	75,303	18,176	
Child care	1,200	1,040	-	
	\$ 158,625	318,661	90,433	

Special Education Program

	2013				Nine Months 2012
	Budget (Note 14)	Sheshatshiu	Natuashish	Actual	Actual
Staff costs:					
Salaries and wages	\$ 27,872	53,426	81,298	77,264	
Employee benefits	1,441	4,543	5,984	9,538	
WHSCC costs	56	2,032	2,088	2,586	
	101,500	29,369	60,001	89,370	89,388
Instructional materials	5,500	1,147	-	1,147	17,150
Student service travel	198,641	19,631	80,687	100,318	27,685
Student service fees	23,000	13,397	52,703	66,100	46,235
Amortization	500	-	465	465	77
Administration	-	29,483	-	29,483	-
	\$ 329,141	93,027	193,856	286,883	180,535

(Continued...)

Other Program Expenditures

Periods ended March 31, 2013 and 2012

	2013		Nine Months 2012
	Budget	Actual	Actual
	(Note 14)		
First Nation Student Success Program			
FNSPP staff costs:			
Salaries and wages	\$	381,130	320,816
Employee benefits		50,254	42,636
WHSCC costs		12,108	4,636
	436,628	443,492	368,088
Project consultants	108,000	105,441	37,271
External consultants	-	-	6,926
Travel	110,000	101,962	23,081
Materials	216,500	168,246	182,931
Equipment	20,000	12,666	11,839
Professional development	62,000	81,615	83,458
Community consultation	30,500	23,013	48,066
Administration	36,234	36,060	63,162
Amortization	36,200	33,030	21,909
Meeting costs	6,500	6,500	-
	\$ 1,062,562	1,012,025	846,731

Capital assets purchased using FNSS Program funds during the year ended March 31, 2013:

Toshiba satellite laptop	\$ 1,099
40 21.5" iMac computers	49,960
5 27" iMac computers	10,395
	\$ 61,454

New Paths for Education

	2013				Nine Months 2012
	Budget	Sheshatshiu	Natuashish	Actual	Actual
	(Note 14)				
Materials	\$ -	150	8,861	9,011	2,936
Cultural activities	54,499	43,055	25,450	68,505	41,691
Innu language	29,076	44,090	34,387	78,477	13,474
Child care	11,067	4,025	660	4,685	3,907
Amortization	2,600	-	2,573	2,573	1,674
	\$ 97,242	91,320	71,931	163,251	63,682

See accompanying notes

(Continued....)

Other Program Expenditures

Periods ended March 31, 2013 and 2012

	2013		Nine Months 2012
	Budget	Actual	Actual
	(Note 14)		
Education Partnerships Program			
Staff costs:			
Salaries and wages	\$	29,983	-
Employee costs		3,990	-
WHSCC costs		273	-
	28,800	34,246	-
Consultation fees	23,000	27,964	-
Accommodations	12,600	10,017	-
Printing and publishing costs	3,000	210	-
Transportation/travel	36,100	33,656	-
Project team meetings	-	3,379	-
Elder/guest speakers	6,000	-	-
Legal fees	-	383	-
Administration	7,650	7,606	-
Board honoraria	18,000	16,875	-
Miscellaneous	-	814	-
	\$ 135,150	135,150	-

Parental and Community Engagement

	2013				Nine Months 2012
	Budget	Sheshatshiu	Natuashish	Actual	Actual
	(Note 14)				
Elder visits	\$ 17,460	9,219	9,565	18,784	17,316
Community consultation	3,000	1,011	665	1,676	2,921
	\$ 20,460	10,230	10,230	20,460	20,237

See accompanying notes

Operations and Maintenance Expenditures

Periods ended March 31, 2013 and 2012

	2013				Nine Months 2012
	Budget (Note 14)	Sheshatshiu	Natuashish	Actual	Actual
Janitorial and maintenance staff costs:					
Salaries and wages	\$	204,502	98,565	303,067	231,869
Employee benefits		21,637	3,136	24,773	20,255
WHSCC costs		6,295	3,061	9,356	7,701
		346,652	232,434	337,196	259,825
Office administrator staff costs:					
Salaries and wages		67,541	72,452	139,993	104,674
Employee benefits		8,708	6,303	15,011	11,676
WHSCC costs		2,164	3,224	5,388	3,704
		142,137	78,413	160,392	120,054
School building insurance	86,000	90,325	-	90,325	53,053
Teachers' residence supplies	5,000	-	7,087	7,087	39,554
Contracted services	273,000	9,941	274,103	284,044	251,546
Telecommunications	45,000	20,454	15,434	35,888	34,559
Fuel	125,000	-	135,393	135,393	109,622
Electricity	35,400	46,554	-	46,554	40,771
Water and sewer	-	14,467	-	14,467	-
Janitorial supplies	45,000	24,839	14,308	39,147	52,463
Maintenance supplies	37,000	12,496	35,858	48,354	60,811
Office supplies	4,000	-	3,519	3,519	13,709
Repairs and maintenance	85,221	28,792	10,288	39,080	91,566
Amortization	36,200	8,018	34,087	42,105	22,320
Vehicle operating	33,000	10,562	24,155	34,717	25,133
	\$ 1,298,610	577,295	740,973	1,318,268	1,174,986

See accompanying notes

Student Transportation Expenditures

Periods ended March 31, 2013 and 2012

	2013				Nine Months 2012
	Budget (Note 14)	Sheshatshiu	Natuashish	Actual	Actual
Student transportation staff costs:					
Salaries and wages	\$	105,386	28,405	133,791	74,823
Employee benefits		18,593	2,310	20,903	12,121
WHSCC costs		3,014	818	3,832	2,401
		162,712	126,993	158,526	89,345
Operational costs:					
Gas, diesel and lubricants		13,309	1,497	14,806	14,558
Repairs and maintenance		43,948	985	44,933	46,335
Supplies		1,650	-	1,650	68
Insurance		4,444	3,944	8,388	4,008
Telecommunications		554	-	554	554
Licences and registration		908	771	1,679	1,789
Storage		1,650	-	1,650	400
Miscellaneous		691	-	691	1,087
		40,000	67,154	74,351	68,799
Amortization	96,500	31,546	27,171	58,717	42,944
	\$ 299,212	225,693	65,901	291,594	201,088

See accompanying notes

Other Revenues and Expenditures

Periods ended March 31, 2013 and 2012

	2013	Nine Months 2012
Other revenues:		
Kamataukatshiuht Festival	\$ 40,300	45,489
School programs and activities:		
Medical Lexicon project	-	35,000
Rentals	17,000	5,600
International Grenfell Association - SIS technology program	12,000	-
Memorial University - Innu Curriculum	15,000	-
MINS instructional supplies	20,000	-
Miscellaneous	445	752
	\$ 104,745	86,841
Other expenditures:		
School programs and activities:		
Medical Lexicon project	\$ 4,643	28,265
Kamataukatshiuht Festival	51,022	44,520
K-6 Innu program	2,593	-
International Grenfell Association - SIS technology program	12,540	-
Memorial University - Innu Curriculum	15,000	-
Innu Dictionary project	-	1,300
Miscellaneous	301	1,212
	\$ 86,099	75,297

See accompanying notes

Notes to the Financial Statements

Periods ended March 31, 2013 and 2012

Nature of Business

Mamu Tshishkutamashutau/Innu Education Inc. was incorporated under the Corporations Act of Newfoundland and Labrador on June 2, 2009 as a corporation without share capital. The organization operates two schools on behalf of the Mushuau Innu First Nation and Sheshatshiu Innu First Nation band members ordinarily residing in Natuashish and Sheshatshiu, Newfoundland and Labrador.

Its mission is "to provide quality education that meets the individual and collective needs and vision of our students in a manner that respects and honors the Innu culture, language, values and traditions, and prepares them to be proud contributing members of the communities and the broader society".

Mamu Tshishkutamashutau/Innu Education Inc. is a not-for-profit entity and is not subject to income taxes under the Canadian Income Tax Act.

During 2012 the entity changed its fiscal year end from June 30 to March 31. This was done with the approval of the Board.

1. Summary of significant accounting policies:

The financial statements were prepared in accordance with Canadian public sector accounting board standards for not-for-profit organizations and include the following significant accounting policies:

Cash and cash equivalents

The entity's cash consists of cash balances less any outstanding transactions at March 31, 2013 and 2012. There were no cash equivalents at either March 31, 2013 or March 31, 2012.

Revenue recognition

The Board follows the deferral method of accounting for contributions. Under the deferral method, restricted contributions related to expenses of future periods are deferred and recognized as revenue in the period in which the related expenses incurred.

The major source of funding for the Board comes from Aboriginal Affairs and Northern Development Canada. Funding agreements are entered into based on fiscal years ending March 31. The Board recognizes revenues from the funding agency as funds are allocated to the Board under the funding agreement and related amendments. Funding from other sources are recognized in the same manner, except in cases where funds are restricted for a specific expenditure. In these cases, revenues are deferred and recognized when expenditures are incurred.

(Continued...)

Notes to the Financial Statements

March 31, 2013 and 2012

1. Summary of significant accounting policies (continued):

Capital assets

Purchases of capital assets are recorded at cost. Contributed capital assets are recorded at fair value at the date of contribution. The Board provides for amortization using the following methods at rates designed to amortize the cost of the capital assets over their estimated useful lives. The annual amortization rates and methods are as follows:

Computer equipment	3 years	Straight line
Computer software	3 years	Straight line
Service vehicles	5 years	Straight line
School buses	8 years	Straight line
Bussing equipment	5 years	Straight line
Equipment	5 years	Straight line

Contributions recognized as capital assets include contributed school buses, computer software and computer equipment in the 2009-2010 fiscal year having a fair value of \$405,135.

Assets under capital lease

Leases are classified as either capital or operating leases. At the time the Board enters into a capital lease, an asset is recorded with its related longterm obligation to reflect the acquisition and financing. Amortization is based on its estimated useful life using the same methods and rates as capital assets noted above.

Use of estimates

The preparation of financial statements in conformity with Canadian public sector accounting board 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 assets and liabilities at the date of the financial statements and the reported amounts of revenue and expenses during the reported period. Items requiring the use of significant estimates include the useful life of capital assets and estimate of contingent liability.

Estimates are based on the best financial information available at the time of preparation of the financial statements and are reviewed annually to reflect new information as it becomes available. Measurement uncertainty exists in these financial statements. Actual results could differ from these estimates.

Expenses

Expenses are reported on an accrual basis. Expenses are recognized as they are incurred and measurable based upon the receipt of goods and services or the creation of an obligation to pay.

(Continued...)

Notes to the Financial Statements

March 31, 2013 and 2012

1. Summary of significant accounting policies (continued):

Non-financial assets

Non-financial assets are not available to discharge existing liabilities and are held for use in the provision of services. In the case of capital assets, they have useful lives generally extending beyond the current year and are not intended for sale in the ordinary course of operations. In the case of prepaid expenses, they are expected to be expensed into operations within the next year of operations.

The change in non-financial assets during the year, together with the excess of revenues over expenses, provides the net change in net financial assets for the year.

Financial instruments

The Board initially measures its financial assets and liabilities at fair value. The Board subsequently measures all of its financial assets and financial liabilities at amortized cost.

Financial assets measured at amortized cost include cash and receivables. Financial liabilities measured at amortized cost include payables and accruals and deferred revenues.

Pension costs

Employees of Mamu Tshishkutamashutau/Innu Education Inc. are covered by a defined contribution pension plan, funded through Sunlife Insurance. Contributions to the plans are required from both the employees and the Board. The annual contributions for pensions are recognized in the accounts on a current basis.

2. Impact of the change in the basis of accounting:

These financial statements are the first financial statements for which Mamu Tshishkutamashutau/Innu Education Inc. has applied Canadian public sector accounting board standards ("PSAB") for not-for-profit organizations. The financial statements for the year ended March 31, 2013 were prepared in accordance with PSAB for not-for-profit organizations. Comparative period information presented for the year ended March 31, 2012 was prepared in accordance with PSAB for not-for-profit organizations and the provisions set out in Section PS 2125 First-time adoption by government organizations.

On April 1, 2012 the entity adopted Canadian PSAB for not-for-profit organizations. The standards were adopted retrospectively with adjustment to the comparative figures. The changes to net assets at the date of transition were nil.

A reconciliation of the net income reported in the Board's most recent previously issued financial statements to its net income under Canadian PSAB for not-for-profit organizations for the same period is not disclosed as there were no adjustments to report on transition.

Notes to the Financial Statements

March 31, 2013 and 2012

3. Receivables:	Nine Months	
	2013	2012
Aboriginal Affairs and Northern Development Canada	\$ 526,741	557,233
Sales tax rebate	172,850	179,395
Rent	1,000	4,100
Employee payroll overpayment	200	1,136
Employee advances	4,961	4,794
Travel advances	7,582	5,130
Miscellaneous	12,406	14,258
	\$ 725,740	766,046

4. Capital assets:	2013			Nine months
	Cost	Accumulated Amortization	Net Book Value	2012
Computer equipment	\$ 502,975	391,416	111,559	166,701
Computer software	109,714	89,650	20,064	54,559
Service vehicles	175,536	84,575	90,961	126,083
School buses	465,000	186,979	278,021	336,146
Bussing equipment	2,960	1,776	1,184	1,777
Equipment and furnishings	135,802	57,694	78,108	41,957
Equipment under capital lease	-	-	-	26,013
	\$ 1,391,987	812,090	579,897	753,236

5. Bank credit facilities:

The Board has a revolving credit facility with the Royal Bank of Canada for \$150,000. The interest rate on this credit facility is the bank's prime rate plus 1.75%. Borrowings under this facility are repayable on demand.

It also has a Visa business credit card account with a credit limit of \$30,000.

The security for the borrowings and all other obligations owed to the bank includes:

- General security agreement constituting a first ranking security interest in all personal property of the Board
- Borrowing resolution of the Board for \$150,000, supporting the revolving loan credit facility
- Borrowing resolution of the Board, supporting the Visa credit limit

At balance sheet date, there was no amount owing on the revolving credit facility.

At balance sheet date, the balance owing on the Visa business credit card was \$5,249. This amount has been included with the trade payables (Note 6) in these financial statements.

Notes to the Financial Statements

March 31, 2013 and 2012

6. Payables and accruals:	Nine Months	
	2013	2012
Trade	\$ 467,311	299,788
Payroll deductions	68,920	72,186
Instructional staff summer pay	526,741	480,233
Administrative accrued vacation and sick leave	30,503	30,030
Accrued wages	164,142	168,656
Group insurance benefits	34,508	35,235
Pension benefits	82,229	197,081
Instructional accrued sick leave	150,768	125,944
WHSCC premiums	46,485	48,428
Miscellaneous	11,475	428
	\$ 1,583,082	1,458,009

At the end of the year, the Board employee pension benefits payable for March, 2013, totaling \$82,229, was outstanding.

At the time of our engagement in August, 2013, these pension benefits had been paid.

7. Contingent liability:

There is a potential claim against Mamu Tshishkutamashutau/Innu Education Inc. by a former employee who is claiming unjust dismissal. The employee made a settlement proposal claiming one year's salary. The Board has counter offered a settlement of three months' salary, with statutory deductions and employee benefits payments, as a severance payment and an additional two months' salary, without statutory deductions and employee benefits payments, as general damages.

The cost of the employee's settlement proposal of one year's salary with statutory deductions and employee benefits payments is \$81,420. The cost of the Board's counter proposal is \$31,617. At the date of our report, it is not known if this claim will proceed to litigation or whether it will be settled.

In accordance with the recommendations in the CICA Standards and Guidance Collections, this contingent liability and related loss has been accrued in the financial statements by a charge to income. Both of the following conditions have been met:

- it is likely that a future event will confirm that an asset had been impaired or a liability incurred at the date of the financial statements; and
- the amount of the loss can be reasonably estimated.

As indicated above, the estimation of the amount of the contingent loss to be accrued in the financial statements is based on information that provides a range of the amount of loss. Since there is no indication at the date of this report as to whether the claim will be settled and, if so, for how much or whether it will go to litigation, neither amount within the range appears to be a better estimate than any other. In accordance with CICA Standards and Guidance Collections recommendations, when no amount within the range is indicated as a better estimate than any other, the minimum amount in the range has been accrued.

Notes to the Financial Statements

March 31, 2013 and 2012

8. Obligations under capital lease:	2013	Nine Months 2012
9.93% capital lease over equipment; repayable in monthly instalments of \$856 including interest; repaid during the year	\$ -	5,804
9.93% capital lease over equipment; repayable in monthly instalments of \$856 including interest; repaid during the year	-	5,805
	-	11,609
Current portion	-	11,609
	\$ -	-

9. Contracts:

At balance sheet date, the Board had the following contracts:

- (a) Contract with Aboriginal Cleaners Limited for the provision of commercial cleaning services. Services were to commence on August 22, 2012 and the contract expires August 21, 2014. The total amount of the contract is \$548,760.
- (b) Contract with Calvin Patey Consulting Inc. to provide consulting services to the Board and to the Directors of Education. The contract was signed on January 31, 2011 with services commencing immediately. The completion date of the contract is to be determined.

10. Correction of prior year accounting errors:

- (a) In 2011, an amount receivable of \$34,902 related to funding from Aboriginal Affairs and Northern Development Canada was not recorded. This was corrected in the period ended March 31, 2012 and the comparative figures for the period ended March 31, 2012 have been restated to reflect this correction.
- (b) In 2010 and 2011, an amount receivable of \$10,000 related to funding from the Innu Trust Fund was incorrectly recorded as revenue. These allocated funds were never spent and the receivable and related revenue should not have been recorded. This was corrected in the current year and the comparative figures for the period ended March 31, 2012 have been restated to reflect this correction.
- (c) In 2012, an amount receivable of \$23,288 from the Board's property insurer was applied to the insurance contract for the 2012-2013 year. The application of the amount to the insurance contract was not recorded in 2012 and the amount remained in accounts receivable. This was corrected in the current year resulting in an increase in insurance expense for 2012 of \$5,892 and an increase in prepaid insurance asset of \$17,396. The comparative figures for the period ended March 31, 2012 have been restated to reflect this correction.

Notes to the Financial Statements

March 31, 2013 and 2012

11. Related parties:

The Mushuau Innu Band Council (MIFN) and the Shetshatshiu Innu Band Council (SIFN) each appoint four members to the Board of Trustees of Mamu Tshishkutamashutau/Innu Education Inc. These eight members comprise the total Board.

MIFN and SIFN appoint all of the trustees of the Innu Trust.

The following amounts were received from these related parties during the year ended March 31, 2013:

Innu Trust:

Elementary/secondary instructional services	\$ 626,530
Less deferred revenue	(24,237)
	<u>602,293</u>
Special education funding	184,153
Post-secondary education supports	280,000
Less deferred revenue	(119,964)
	<u>160,036</u>
Total received and recorded as revenue in the current year	<u>\$ 946,482</u>

Sheshatshiu Innu First Nation:

Post-secondary education supports	\$ 100,000
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12. Financial assets and liabilities:

The significant risks to which the company is exposed are interest rate risk and liquidity risk.

Interest rate risk

Interest rate risk is the risk that the fair value of future cash flows of a financial instrument will fluctuate because of changes in market interest rates. The bank revolving credit facility bears interest at the bank prime rate plus 1.75%. Changes in the bank's prime lending rate can cause fluctuations in interest payments and cash flows. The Board does not use derivative financial instruments to alter the effects of this risk.

Liquidity risk

Liquidity risk is the risk the Board will encounter difficulty in meeting obligations associated with financial liabilities. The Board is exposed to liquidity risk arising primarily from its payables and accruals. The Board's ability to meet obligations depends mainly on funding from the Federal Government of Canada through Aboriginal Affairs and Northern Development Canada. This risk is mitigated by the fact that the funding agreements are negotiated in advance and are in place for one-year periods.

Notes to the Financial Statements

March 31, 2013 and 2012

13. Reconciliation of funding received from Aboriginal Affairs and Northern Development Canada:

	AANDC Contract	Financial Statements	Difference	Comments
Elementary and secondary - instructional services	\$ 6,417,318	6,463,827	46,509	Note (a) below
Student transportation services	204,143	204,143	-	
Financial assistance allowances	25,421	25,421	-	
Guidance and counselling	133,852	133,852	-	
Advice and assistance, Provincial schools	1,228	1,228	-	
Post-secondary student support program	58,625	58,625	-	
School operation and maintenance	1,294,894	1,294,894	-	
Development of maintenance management systems	51,796	51,796	-	
	1,346,690	1,346,690	-	
School effectiveness (New Paths)	160,642	160,642	-	
Parental and community engagement	20,460	20,460	-	
Student success plans	669,994	669,994	-	
Student learning assessment	194,568	194,568	-	
FNSSP - performance measurement	161,800	161,800	-	
	1,026,362	1,026,362	-	
Special education:				
Band operated school - direct services	80,000	80,000	-	
Band operated school - indirect services	40,000	40,000	-	
	120,000	120,000	-	
Partnership advancement (Education Partnerships)	135,150	135,150	-	
Total	\$ 9,649,891	9,696,400	46,509	

(a) Accrual of receivable related to teachers' summer pay earned to March 31, 2013 for summer of 2013

14. Unaudited budget figures:

Unaudited budgeted figures have been provided for comparison purposes and have been derived from the estimates approved by the Board of Trustees.



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