

# 2015-2016 Annual Report Na-way-ee, Center School, Inc.

**Our Mission:** Providing transformative education, grounded in indigenous life-ways and love of learning.

**Our Vision:** Center School will exemplify excellence in indigenous education.



**K N O W L E D G E | R E S P E C T | C O U R A G E | G E N E R O S I T Y**

## An Indigenous Science Lesson

### HELLO MY RELATIVES,

Several chapters back, I taught science for years in South Dakota. So, when our new science teacher here asked for some help, I decided to step back into the classroom and co-teach with her. It's been a great experience and has reinforced my beliefs about why a relational and place-based approach to education is so important.

The class is Ecology, a scientific way of understanding how everything is related. But how to get that across in a meaningful way?

So we began with a conversation. I asked everybody to introduce themselves traditionally: "Let's go around the table as I ask each of you to tell us all your name, tribe and where you consider yourself from. Next, tell me one thing you really enjoy." After we'd gotten to know each other, I introduced the subject: "Ecology is essentially the study of relatedness so how is relatedness important?"

This led to a lively discussion. Someone mentioned the problem of invasive species disrupting ecosystems and we talked about what happens when something foreign enters from the outside. One young man, I'll call him Dan, said, "It sounds like colonization."

He nailed it. Since the new species doesn't have any natural predators (think small pox in blankets)



Visit to Chicago's Shedd Aquarium

it disrupts the system and sickens or kills many of the organisms in the system it invaded.

This led us to the concept of relatedness and what promotes interdependence or destroys it. I suggested that the idea of race, dividing us up into red, white, brown and yellow, is harmful to our sense of relatedness and that got students talking about how they've experienced harm to their relationships because of the way people think of race.

I reminded them that everything comes from the sun and that all people, no matter their race, eat for energy. All of our relationships are dependent. Plants absorb the sun to live and we eat the

plants. If we eat meat, we're eating animals that ate plants. These are energy relationships.

You're reading this, because you've developed a relationship with the school. Whether you've donated your time or money, worked with our kids or staff, sent your child here or graduated yourself, you're part of the energy relationship that supports Nawayee.

I thank you and hope you like science as much as I do.

Executive Director

## Board of Directors 2015–2016

Thank you to our board of Directors for their support and guidance during the last year.

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## Staff

Joe Rice, *Executive Director*  
 Mary Cullen, *Lead Teacher*  
 Vicki Hollow, *Office Manager*  
 Vicki Hoogheem, *Business Manager*  
 Jessica Nadeau, *Development Director*  
 Pat Welch, *Therapeutics Arts Coordinator*  
 Kong Kinnander, *After School/  
 Internship Program Coordinator*  
 Robert Klanderud, *Dakota Language and Culture*  
 Memegwesi, *Ojibwe Language Instructor*  
 Carol Ladd, *Family Engagement Coordinator*  
 Gary Ten Bear, *Chemical Abuse Prevention Specialist*  
 Andrea Adams, *Language Arts Instructor*  
 Maia Dalager, *Science Instructor*  
 Korissa Howes, *Social Studies Instructor*  
 Meghan Hunkins, *Math Instructor*  
 Dan Zera, *Security Manager*

## Collaborating Agency Supporters

### Division of Indian Work

Louise Matson, director

### Migizi Communications

Elaine Salinas, President

### American Indian OIC

Joe Hobot, CEO

### Minnesota Indian Womens' Resource Center

Patina Park, Director

### Dream of Wild Health

Diane Wilson, Director

### Minneapolis Public Schools Department of Indian Education

Anna Ross, Director

### Welna Ace Hardware

Mark Welna, Proprietor

### Triangle Park Creative

Dan Nordley, Manager

### Metropolitan Federation Of Alternative Schools

Gloria Kibbel, President

### Minneapolis American Indian Center

Mary Le Garde-Agnew, Director

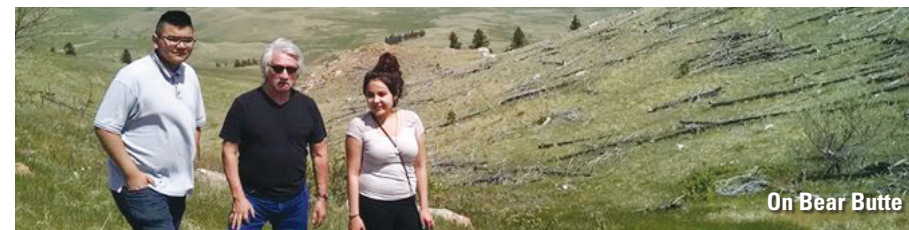
### Native American Community Clinic

Dr. Lydia Caros, CEO

## Statement of Financial Position

Assets	2015	2014
Current Assets:		
Cash	\$ 185,289	\$ 93,881
Accounts Receivable	1,341	1,341
Grants Receivable	4,000	
Prepaid Expenses	9,572	7,919
Other Assets	1,237	12,569
Total Current Assets	201,439	115,710
Property and Equipment—Net	81,779	94,713
<b>TOTAL ASSETS</b>	<b>\$ 283,218</b>	<b>\$ 210,423</b>
Liabilities and Net Assets		
Current Liabilities:		
Accounts Payable	\$ 21,334	\$ 19,413
Notes Payable	36,755	24,081
Funds Held for Others	38,647	30,974
Accrued Salaries and Vacation	24,954	18,228
Total Current Liabilities	121,690	92,696
Long-term Liabilities		
Notes Payable	13,629	20,653
Total Liabilities	135,319	113,349
Net Assets:		
Unrestricted	93,399	59,574
Temporarily Restricted	54,500	37,500
Total Net Assets	147,899	97,074
<b>TOTAL LIABILITIES AND NET ASSETS*</b>	<b>\$ 283,218</b>	<b>\$ 210,423</b>

\* For additional financial information see our entire audit at [www.centerschool.org](http://www.centerschool.org)



On Bear Butte

## Gifts and Grants July 2015–June 2016

### Foundations

ANA – Administration for Native Americans  
 Beim Foundation  
 Beverly Foundation  
 Hawley Foundation  
 The James R. Thorpe Foundation  
 Kiwanis Club  
 Minneapolis Rotary Foundation

Minnesota Department of Health  
 Minnesota Women's Club  
 Nash Foundation  
 Notah Begay III (Wal-Mart Fund)  
 Still Ain't Satisfied  
 WCA  
 Youthprise

### Individuals/Businesses

Greta Alquist  
 Anonymous  
 Roxann Anoka  
 Margaret Cullen  
 Debra Ehrlich  
 Christiana Giordano  
 Flo Golod  
 Timothy Klanderud

Mary Jo Maynes  
 Letta & Josh Page  
 Alice Rossignol  
 Deborah Schoenholz  
 Owen and Muriel Turnlund  
 Six Degrees Uptown  
 Lucy Tobin  
 Lauren Weck  
 Angel Zimpel

## Center School Achievements

Great things that happened during the 2015-16 school years:



Nawayee 2015 graduates



Nawayee 2016 graduates

### STUDENT SUCCESS

Nineteen students graduated in 2015 and 2016 – making our graduation rate 85 % (of graduation eligible seniors)

33 % of students increased their overall GPAs.

We maintained a core of group about 40 students who were regular attendees (75% or higher), with 5 being at or above 90%.

Student enrollment has trended upwards, growing from 42 students three years ago to 56 students at the end of 2015. 2016 has been a rebuilding year, with students back to the low forties level of three years ago as we re-engage a new student cohort.

Our business partnership and internal internship program provided students with on-the-job training through supervised internships at local businesses and within the school ranging from local coffee shops, hardware stores and administrative work and cooking at the school. We prepared students for internships by assisting them with resume preparation, interview training and working on basic life skills and expectations within the school.

### PROGRAMS & EVENTS

Our Administration of Native Americans (ANA) funded after school arts therapy program called SABE was approved for three years of funding after a very successful ANA grant funded outdoor education program came to a funding close that had previously engaged students in well over the originally projected 277 experiential learning sessions.

We sponsored major experiential events with and for the community. Mde Maka Ska is a one-day canoe event held at Lake Calhoun that

engaged over 500 students and 60 adults from 12 area schools.

Two of our students were able to represent the Minneapolis American Indian Community at the 2016 National Congress of American Indians Executive Council Session Youth Summit in Washington D. C. This was made possible by the generous support of local individuals and the Close Up program.

Center School continues to be a Best Practices Site for Minneapolis Public Schools as defined by the Memorandum of Agreement between MPS and the American Indian Community.

### CAPACITY BUILDING

Center School continues to function as a Best Practice Site with strong expertise in engaging disaffected students by implementing Indigenous educational practices.

We were honored to host Governor Mark Dayton for a day visit to our school to meet with our educators and students to learn about the work we do.

With the help of local Foundations we were able to make steps toward implementing a new program, Energizing Impact, with a future goal to add solar panels to our rooftop and added science component to our curriculum. Funds were raised to fully update our failing and extremely outdated roof with the goal to make it fully solar ready (construction slated to begin in Spring of 2017).

With the help of individual donors and the MN Dairy Council we were also able to raise funds for some of the much needed kitchen updates, including a new refrigerator and sink (to be implemented in 2017).

### ORGANIZATIONAL GROWTH

We have added a number of new positions to enhance the programming at our school. We have brought on an Ojibwe language speaker to teach our students about the history of language and deeper knowledge about culture. We have added a full time Program Coordinator to work with our students in the SABE after school program and to help guide them with college preparation and internship opportunities. We have hired on a full time chemical dependence counselor to work with the students that struggle with substance abuse. We have brought on a full time Math teacher. We have also hired a full time Grant Writer and Fund Development position.

### HEALTH AND WELLNESS

Our award winning garden program continues into its tenth year and now includes: planting and maintenance, food preservation, seed storage, composting, cooking, a bee and butterfly garden, and rain gardens and is well integrated into our summer school program.

We offered a variety of opportunities for physical education including martial arts, yoga, hiking, drumming, canoeing, biking, physical training, rock climbing and a basketball team to all of our students resulting in healthier lifestyles and improved health outcomes, measured four times yearly at our School/Community Health Fairs.

With a generous grant from the Notah Begay III Foundation we were able to purchase a salad bar for our lunch room in order to serve fresh vegetables and fruits, either purchased locally or grown in our garden.



Tae Kwan Do Class



Nawayee Pottery Studio



2016-17 Nawayee Staff