Hello, My Relatives,

Nawayee Center School has never been a better learning place than it is today.

This is not only because we are successfully educating our children, but because we honor those who have been here before us and understand that we are a part of a process that began in the early 1970s when Nawayee was established as a drop-in center for Native youth who were disaffected with public schools.

What was true then is true now. Mainstream schools have not done well with many Native youth because they have not learned how to engage them.

Establishing, nurturing and maintaining relationships are fundamental to how we educate Native youth. We realized the effort to engage with our children could be enhanced by making a similar effort to build co-creative relationships among the staff. To that end we “took the plunge” of organizational restructuring to transform the way staff work together by using a distributed leadership model. After many aches, pains, laughs and long, thoughtful conversations, we are a more cohesive staff.

During this process, our Board of Directors began creating a new strategic plan and interestingly it mirrored staff restructuring efforts so much that the staff and board arrived at the same conclusions. We mutually realized our need to transform, to evolve into an experientially focused place of learning.

As a result, we have developed a strong community of staff and students who look forward to traveling the path of learning together. Nawayee is a fun place to work and learn, and at the end of the day, we are all tired, but in a good way. I know in my heart that we are fortunate to be able to come together to learn in such a place as Nawayee Center School. We will, however, need help to maintain our school community. A quality learning place such as this requires talented professionals who understand Indigenous educational pedagogy. The ebb and flow of student populations can dramatically affect the economics of keeping such a group together when funding is related strictly to student numbers.

I believe that there is enough goodwill and generosity in our community to find the resources to maintain an Indigenous learning place that really works. I remember and trust this core belief as I work with you all to find a way to keep the school alive.

Know that your help, of every kind, is essential and much appreciated as we do our best to live according to our mission.

Joseph C. Rice
Staff

Joe Rice, Executive Director
Mary Cullen, Lead Teacher
Vicki Hollow, Office Manager
Vicki Dalbec, Finance Manager
Carol Ladd, Family Engagement Coordinator
Mike Hueth, Social Studies Teacher
Cindy Ward, Science Teacher
Ed Colon, Math Teacher
Jim Lorenz, Science Teacher
Ellen Puff, English Teacher
Crystal Pelchat, Health Coordinator
Dennis Rice, Security
Thorn Bordeaux, Security

From Collaborating Agencies

Division of Indian Work
Louise Matson

Migizi Communications
Elaine Salinas, Graham Hartley, Cindy Ward

Minneapolis Public Schools
Sandy Reichert, Christine Sanguinet and Kimberly Galloway

Welna's Ace Hardware
Mark Welna

Philadelphia Community Farms
Rick Hall, Verna Kragnes

NACC Clinic
Lydia Caros, Shannon Fahey, Shannon Peterson

Running Wolf Fitness Center
Connie Norman

We dedicate this year’s report to two members of our school community who passed away this summer and fall: Bointa Hill, a recent graduate, and Quentin Brown, our long-time facilities manager.

Statement of Financial Position

<table>
<thead>
<tr>
<th>Assets</th>
<th>2011</th>
<th>2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Current Assets:</td>
<td></td>
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</tr>
<tr>
<td>Cash</td>
<td>$168,631</td>
<td>$237,951</td>
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<tr>
<td>Accounts Receivable</td>
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<td>957</td>
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<td>Grants Receivable</td>
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<td>Prepaid Expenses</td>
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<tr>
<td>Other Assets</td>
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<td>31,250</td>
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<tr>
<td>Total Current Assets</td>
<td>267,387</td>
<td>360,537</td>
</tr>
<tr>
<td>Property and Equipment- Net</td>
<td>59,229</td>
<td>65,943</td>
</tr>
<tr>
<td><strong>TOTAL ASSETS</strong></td>
<td><strong>$326,616</strong></td>
<td><strong>$426,480</strong></td>
</tr>
</tbody>
</table>

Liabilities and Net Assets

| Liabilities and Net Assets |         |         |
| Current Liabilities: |         |         |
| Accounts Payable | $6,077  | $8,429  |
| Payroll Tax Liabilities | 1,389  | 1,470  |
| Funds Held for Others | 1,389  | 1,470  |
| Deferred Income | 1,500  | 1,500  |
| Accrued Salaries and Vacation | 23,115 | 18,851 |
| **Total Current Liabilities** | **32,081** | **31,450** |

Net Assets:

| Net Assets: |         |         |
| Unrestricted | 229,535 | 328,399 |
| Temporarily Restricted | 65,000 | 66,631 |
| **Total Net Assets** | **294,535** | **395,030** |

**TOTAL LIABILITIES AND NET ASSETS**

| **$326,616** | **$426,480** |

Gifts and Grants July 2010–June 2011

Institutions

McCoy Foundation
McKnight Foundation—After School Program
Minneapolis Health Department
Minneapolis Foundation
Minneapolis Kiwanis Club
National Environmental Science Foundation
Sundance Foundation

Two Feathers Fund
Woman’s Club of Minneapolis

Individuals

Karen Abraham
Diana Archambault
Sybil Axner
Ramona Beard
Tara Beard
Shayna Berkowitz
Donald Bibeau
Charrissa Blue
Lydia Caros
Quinnten Caylor
Andrew Champion
Karen Coon
Audrey Cullen
Robert Dalbec
Edward Dayton
Vicki Glaser
Florence Golod
Eileen Grundstrom
Shalini Gupta
James Harkness
Nell Hillsley
Ryan Hoogheem
Robert Jibben
Peta Larson
Louise Matson
Devon McKinley
Nora Murphy
Elizabeth Potter
Joe Rice
Elizabeth Tisel
Owen Turnlund
Kim Sundet Vanderwall
Lauren Patricia Weck, Revocable Trust
Cindy Ward
Lawrence Weiss
Patricia Welch
Laura Wittstock
Diane Wilson

Na-way-ee, Center School, Inc. 2010–2011 Annual Report
Center School Achievements

Strengthened through a strong Native and community network, Center School continued to grow and innovate during the 2010-11 year:

COMMUNITY LEADERSHIP

Center School coordinates the Phillips Indian Educators (PIE) network, which brings together educators from public, charter, and alternative schools that serve Native American students. Last year, we posted new curricula, resources and biographies of local Native American educators on the PIE website. Use of the site continues to increase.

As part of our work with PIE, staff and board members actively participated in Memorandum of Agreement discussions with the Minneapolis Public Schools. Our goal is to work with the District to create better educational environments and outcomes for all Indian students. Staff provided the leadership for fall and spring Best Practices in-services that attracted 75 teachers from MPS schools.

There was a significant increase in positive media coverage of the school in the Star Tribune, The Alley newspaper (covering the Phillips neighborhood), and The Circle, a monthly Native American publication. Staff interviews aired on KFAI community radio and National Public Radio.

HEALTH AND WELLNESS

We grew our Healthy Choices Program that provides exercise, health instruction, and screening services to Na-way-ee students. The program is designed to reduce the incidence of diabetes and other diseases among Native youth. Last year we added health fairs, making our diabetes screenings more educational and very popular with students, and improved participation in screenings and other health programs.

Our girls (and now boys) programs include classes, enrichment opportunities and individual mentoring. These combined efforts are called the Children of the Seventh Fire Initiative. The school secured city of Minneapolis Health Department funds to launch a Men’s Reproductive Health Program in 2011. The rate of pregnancy among students at the school has reduced dramatically since the program began.

We offered students opportunities for extended field trips including canoeing, orienteering, and a three-day trip to the Black Hills to study astronomy and geography with a Native teacher.

Center School principal and Executive Director Joe Rice was invited to speak at the National Green Schools conference regarding the Garden Project. Center School participated in the Farm to School project led by the University of Minnesota.

CULTURAL ENRICHMENT

Center School reinvigorated its drum group, engaging 10 young men who play for school and community events.

Several young women became accomplished singers, learning how to harmonize in the traditional fashion called Wicaglata by the Lakota. Their work was recognized in a Star Tribune article “A Homegrown Song” by David Jolie (11/10/2010).

STUDENT SUCCESS

Attendance improved by 1% over the previous year with an ADM (average daily membership or enrollment) of 52. This is the third year in a row that attendance has improved.

Center School students won five awards at local science fairs and four at national competitions.

Seven students graduated in 2011, the largest group of graduates in ten years. This is more than the number of Native American students who graduated from South High the same year.

The school began implementation of AIEKS (Assessment and Learning in Knowledge Spaces), a web-based tutoring program that provides continuous feedback and assessment.

We developed a school-wide math strategy; the entire teaching staff supports math learning with leadership from the math teacher. We strengthened our science program with the addition of Cindy Ward and Jim Rock, two very experienced and successful Indigenous educators.

We launched the Indigenous Knowledge Keeper’s class, focusing on the intersection of European and Indigenous North American science, and employing the strengths of both disciplines.

ORGANIZATIONAL GROWTH

The board completed a strategic plan that focuses on strengthening the school’s collaborations and expanding experiential educational opportunities.

Staff and volunteers from Philadelphia Farms (Osceola, Wis.) and Dream of Wild Health (Hugo, Minn.) supported our garden program by offering garden lessons at their farms, helping at our school garden, and organizing student-managed farmer’s markets. Students learned to process the foods they grew and began to grow flowers.

School staff engaged in an intensive yearlong reorganization to maximize teacher engagement and assure that time and attention is focused on student outcomes and external relations. This distributive leadership model recognizes each staff member’s talents and areas of expertise. Regular leadership council meetings cover important decisions about school policy and programming, and committees discuss issues in nine key areas: assessment, instruction, attendance, professional development, academic planning, student behavior, enrollment, data development, and school climate.

COURING FOR OUR SCHOOL BUILDING

We repaved and fenced the parking area for better security and a place for students and staff to play basketball.

Our remodeled kitchen better supports our healthy foods program.

New carpeting and lighting make the building a nicer place to learn and work.
Board of Directors 2010–2011

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

DEANNA STANDING CLOUD GREEN
Parent Engagement Coordinator
MPS Department of Indian Education
(Red Lake Ojibwe)

LEMOINE LAPointe
(Board Chairperson)
(Sicangu Lakota)

ELIZABETH POTTER
Upward Bound

CECELIA MARTINEZ
Director, Center for Earth, Energy and Democracy
(Taos Pueblo)

NANCY BORDEAUX
Director, Indigenous Women’s Life Net
Minneapolis American Indian Center
(Sicangu Lakota)
nbordeaux@maicnet.org

KAREN MCCALL
(Board Vice Chair)

OWEN TURNLUND,
(Board Treasurer)
Director (retired)
Plymouth Christian Youth Center

DEATRICK LAPointe, M.A.
Patient Care Manager
Indian Health Board of Minneapolis
(Sicangu Lakota)

Na-way-ee, Center School, Inc.
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Minneapolis, Minnesota 55404